DOCUMENT RESUME

ED 277 784 UD 025 267

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TITLE Bridging the Gap between Theory and Practice: Implementing School Effectiveness in an Urban School District.
INSTITUTION Jackson Municipal Separate School District, Miss.
PUB DATE Apr 86
NOTE 42p.; Report presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
PUB TYPE Statistical Data (110) -- Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *Educational Change; Educational Environment; *Educational Improvement; Elementary Secondary Education; Instructional Effectiveness; Public Schools; *School Effectiveness; *School Organization; Teacher Effectiveness
IDENTIFIERS *Mississippi (Jackson)

ABSTRACT

The five correlates of effective schools are as follow: (1) strong administrative leadership; (2) high expectations for all pupils; (3) safe and orderly climate; (4) strong instructional focus; and (5) frequent monitoring of pupil progress. This paper outlines a model for implementing effective school practices. One or more of these correlates relate to each of the following components: (1) planning; (2) curriculum; (3) measurement of student achievement; (4) instructional management systems; (5) staff development; (6) personnel evaluation; (7) communication; and (8) involvement process. This paper documents accomplishments resulting from the implementation of effective schools practices in the Jackson (Mississippi) Municipal School District. Demographic, achievement, and dropout data are shown in a series of graphs which make up the bulk of this report. A composite analysis of all data presents pupil achievement in a school environment where all the correlates of effective schools prevail. The report stresses the consistent progress toward goals in cases where ultimate goals have not been attained, and cites the interim satisfaction and motivation to continued improvement such progress provides. (LHW)

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INTRODUCTION

The unique problems related to education for pupils from all socio-economic levels were not fully acknowledged until the middle of this century (Bertolaet and Nystrand, 1969). Prior to this time, schools were operated primarily for pupils from middle class families. The greatest inequity in American education grew out of our failure to adequately educate children of the poor (Edmonds and Frederiksen, 1979).

During the 1960's and 1970's, a growing national concern for these pupils became evident. The intervention of the federal government into the promotion and funding of various programs was abundant evidence of established concern in this area. The problem was addressed with considerable vigor by scholars from many fields. Divergent viewpoints resulted in many types of programs, but widespread agreement existed that this area deserved more attention than it was getting. As early as 1963, Ravitz stated, "It should be clear that these children under discussion here...have the same intellectual potential as other normal children. They are not inherently dull or stupid" (Ravitz, 1963). Clark agreed by writing, "The evidence so far very strongly suggests that these children will learn if they are taught....The average performance of these children may approach and eventually reach the same performance of other human beings who are so taught" (Clark, 1965). Bloom and Carrol also support the contention that schools can make a difference in pupil learning despite home conditions (Bloom, 1974 and 1976; Carroll, 1963).

Despite good intentions, many of the earlier remedial programs were grossly ineffective. "The enthusiasm and great expectations noted in many of the initial efforts are now balanced by impatience, sobriety, and some degree of pessimism. The problem has not subsided in response to a declared intent to attack it. The complexity of this problem became more clear when it became evident that simple changes in the quality of facilities, increase in the personnel assigned and services provided, or modest shifts in curriculum emphases did not effect significant improvement in the quality of learning" (Gordon, 1970; p.1).

Despite the well documented failure of our schools during this period to provide educational equity for students of all socio-economic backgrounds, educators and researchers continued to seek new approaches that would assure minimum mastery for all children, especially poor children (Clark, 1963; Weber, 1971).

During the latter part of the 1970's, new data analysis by Bookover, Edmonds, Lezotte, Weber, and others began to identify factors that existed where children of the poor were successfully achieving minimum academic mastery. This new approach emphasized "school effects" on pupil achievement (Edmonds and Frederiksen, 1979) as opposed to the previously accepted "familial effects" on achievement as reported by Coleman, Jenks and others. The keystone to this new emphasis was the identification of five correlates of "effective" schools. In schools where the correlates were present, a large percentage of students from low socio-economic status were attaining minimum academic mastery. The analysis of massive amounts of data supported hypotheses that schools can have significant effects on the achievement of pupils without regard to family wealth or background (Benbow, 1980).

The unique aspect of the research is the five correlates of effective schools. Edmonds summarizes the most tangible and indispensible characteristics of effective schools as:

1. Strong administrative leadership.
2. High expectations for all pupils.
3. Safe and orderly climate.
4. Strong instructional focus.
5. Frequent monitoring of student progress.

These correlates are viewed by effective schools advocates as being essential institutional determinants of pupil performance (Edmonds, 1979).

THE PURPOSE OF THIS STUDY

School effectiveness research proclaims a clarion message: In schools where the correlates are an essential part of the school life, pupils of all economic levels are achieving minimum mastery or better.

Many local school districts and state departments of education have recognized school effectiveness research and have begun improvement strategies based on this information. Various components of education reform legislation in several states are derived from this research. But the step from theory to implementation of research-based instructional practices is often a very big one. Many individuals and groups (including educators) are skeptical of any school reform and look on the current effort as another passing fad. Other educators now acknowledge the evidence of school effectiveness research and are implementing practices consistent with the research. Dedication of a school district to an instructional program of excellence and equity is certain to encounter opposition along the way. Discouragement may prevail before correlates can be implemented and positive results are evident.

The overall purpose of this paper is to outline a model for implementing effective schools practices and to document accomplishments in one school district that have accompanied the implementation. Neither the model nor the data presented are comprehensive in scope. But hopefully, the information presented will provide encouragement to other school districts who are in the process of considering or implementing school effectiveness practices.

A MODEL FOR IMPLEMENTING EFFECTIVE SCHOOLS

Effective schools practices have been implemented in this school district by the following model. One or more of the correlates of effective schools can be related to each of the following components. Obviously the model listed here is an abbreviation of the full model. Many details are omitted in the interest of brevity.

1. Planning.--Planning is based on the correlates of effective schools. Planning teams of parents, teachers, administrators and support personnel meet and strive to reach consensus as frequently as possible. Individual school improvement plans are unique for each school but consistent with district goals. All planning is directed toward creating a clear district mission.

2. Curriculum.--Curriculum is standard in content for each grade and each subject in all schools although content is largely teacher teacher developed. Curriculum content is defined in terms of what students are expected to learn and what teachers are expected to teach. The same content is conveyed to parents.

3. Measurement of Student Achievement.--In addition to annual testing with a norm-referenced standardized test, unit tests are utilized that contain test items derived directly from curriculum teaching objectives. Tests are not made by individual teachers but are generated randomly from an item bank. Tests are made available upon teacher request. Test scores (not homework, teacher made tests, etc.) are primary factors in student grades. Mastery, grades, and promotion are all related to the same known, common standards.

4. Instructional Management System.--Adequate monitoring of pupil achievement is accomplished through a system for scoring, recording, and reporting pupil progress. Such a system must yield information about how each pupil performs and information about the mastery level of specific teaching objectives.

5. Staff Development.--Implementation of effective schools practices demands teacher behavior consistent with stated philosophy. Specific training is based upon needs assessment data which measures the discrepancies between school district goals and employee ability to deliver desired outcomes.

6. Personnel Evaluation.--A personnel appraisal system provides a standard set of research based criteria descriptive of effective teaching.

7. Communication.--Plans and progress of the school district are reported continuously in a number of ways within the district and community. The central theme of all communication is instructional emphasis and academic achievement. Communication emphasizes that all students can and are expected to learn.

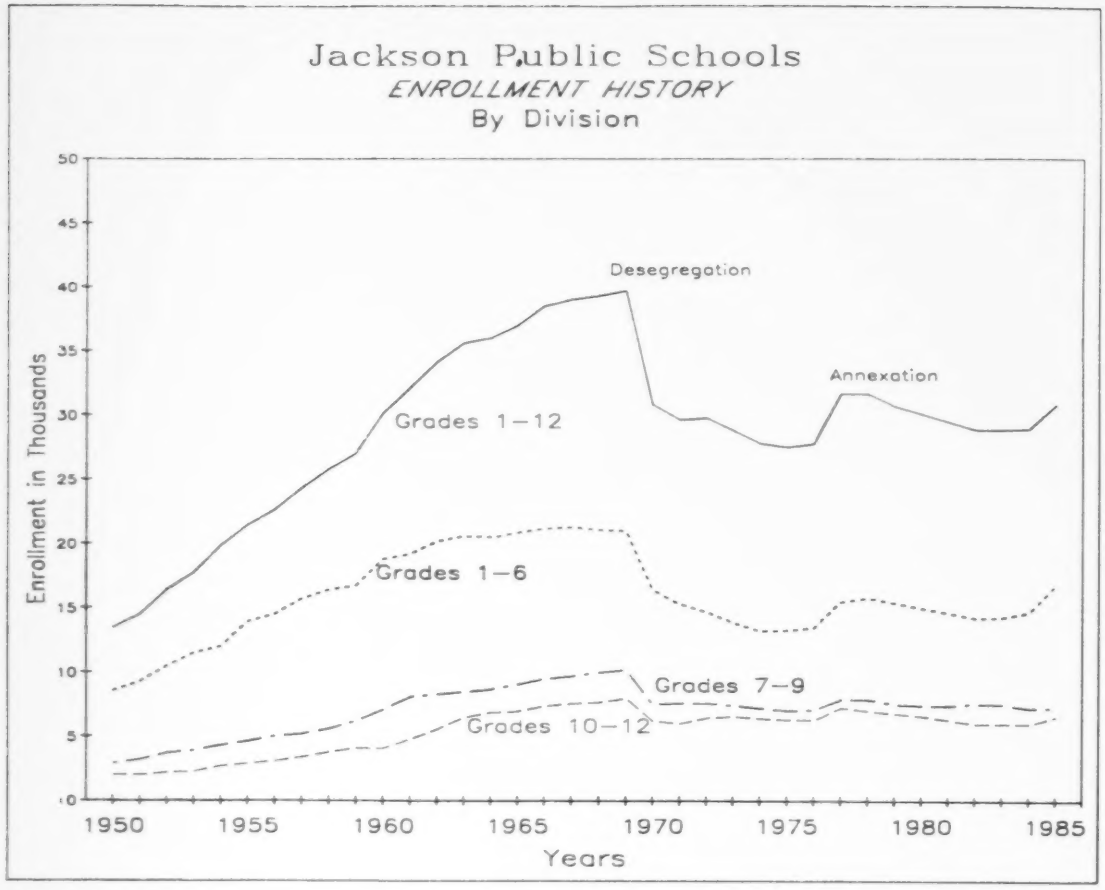
8. Involvement Process.--Various groups are encouraged to focus concerns on solving the problems that limit student achievement. This process should create a critical mass to support the recommendations that come from study groups created by the involvement process.

A GRAPHIC PROFILE OF RESULTS

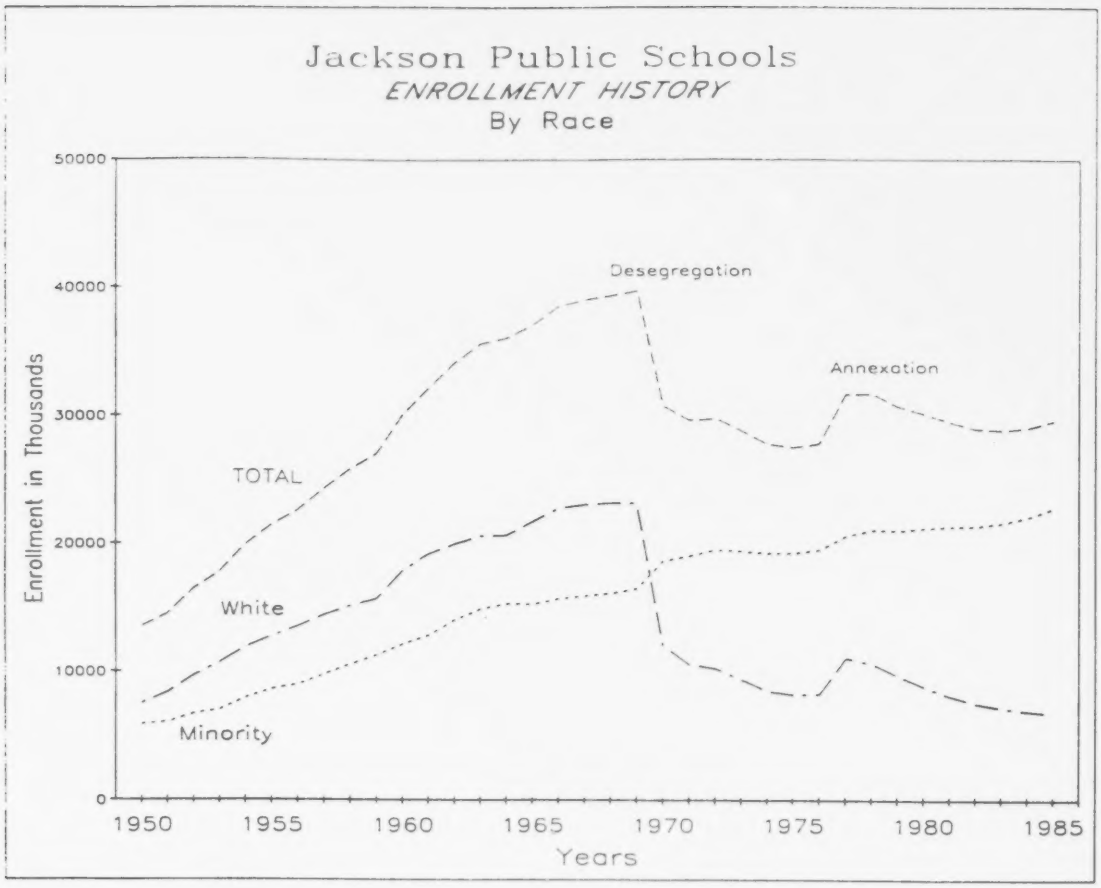
No claim is made here for rigorous, empirical investigation of specific hypotheses; rather, data from several areas are shown in graphic fashion. Any single piece of the information used in isolation will leave many questions unanswered, however, a composite analysis of all the data herein presents pupil achievement and other information from a school environment where all of the correlates of effective schools prevail.

The following graphic report demonstrates progress of the school district in several areas for various time periods. In some cases, ultimate goals have not been attained--but the consistent progress toward goals gives immense interim satisfaction and provides compelling motivation for continued progress.

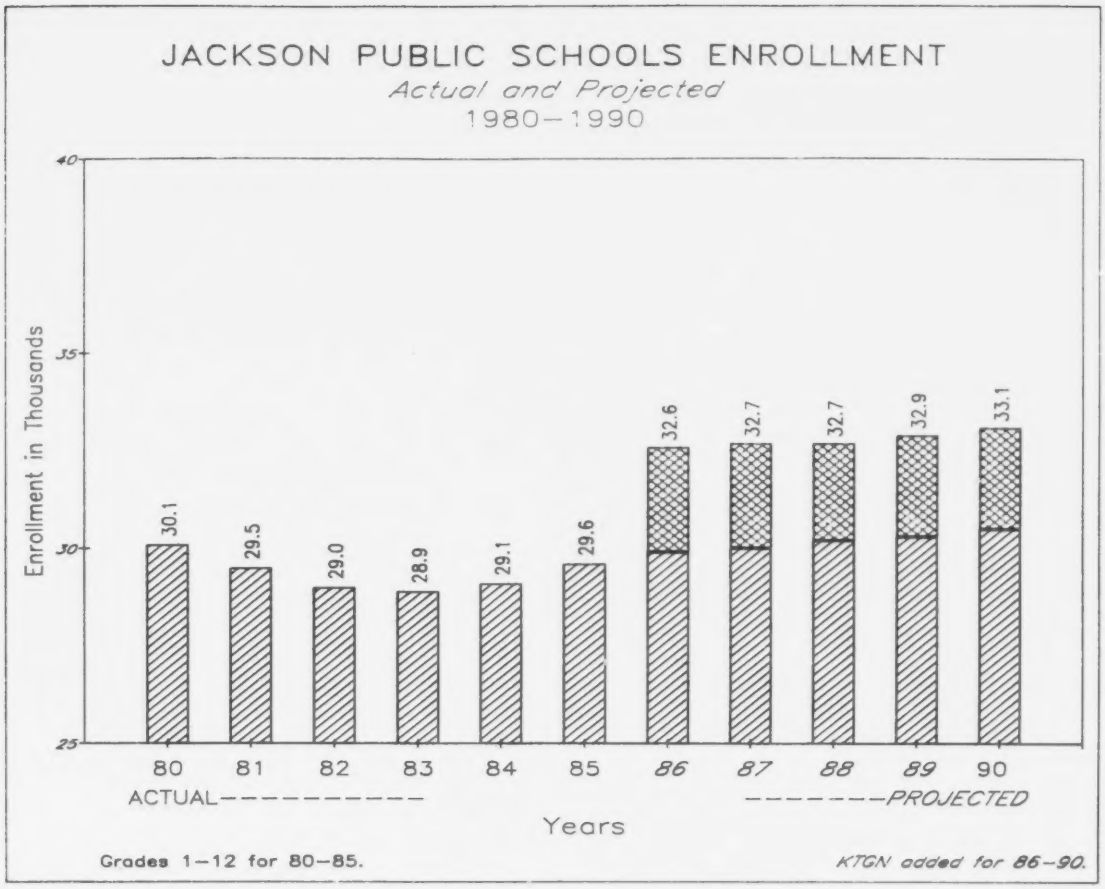
Each page contains a copy of specific data presented in graphic form. Explanatory notes accompany each chart.



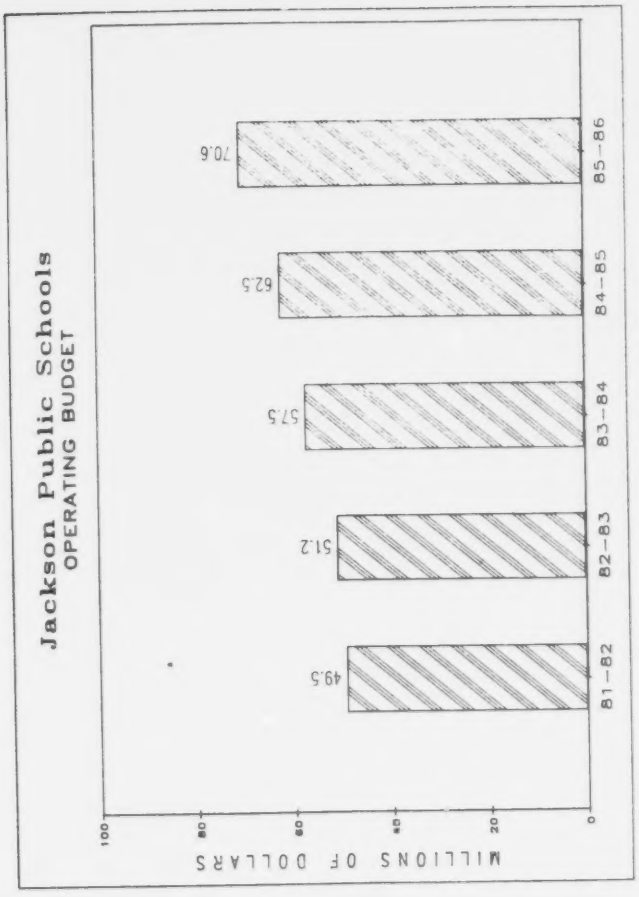
Enrollment information for Jackson Public Schools will take on significance as other data are presented. Organizational structure for the district is ELEMENTARY DIVISION, grades 1-6; JUNIOR HIGH DIVISION, grades 7-9; and SENIOR HIGH DIVISION, 10-12. Drastic changes in enrollment are shown at the time of desegregation and again with the annexation of area to the school district.

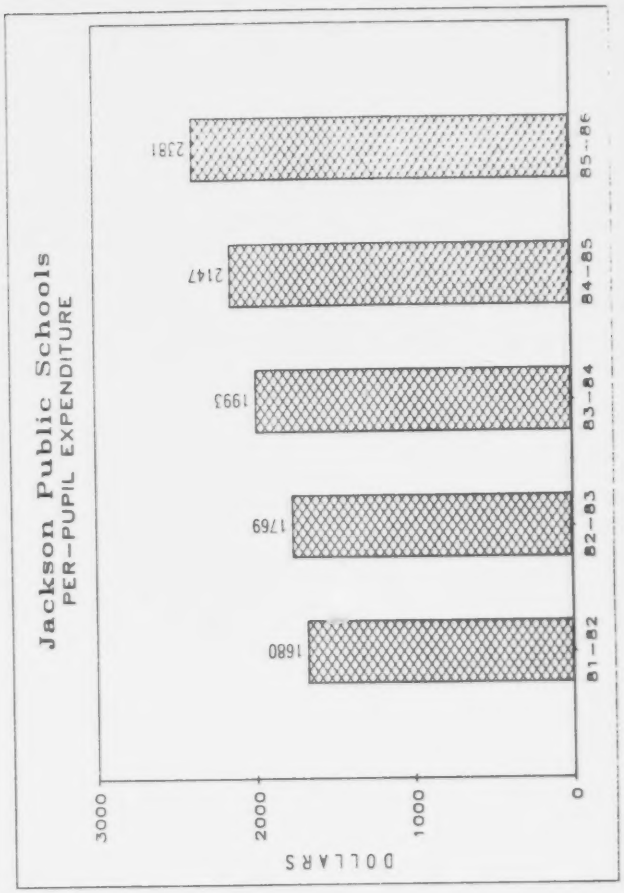


White flight following court-ordered desegregation has resulted in minority enrollment of over seventy-five percent. Despite the majority of low SES minority pupils, pupil achievement has shown continuous improvement over the last eleven years.

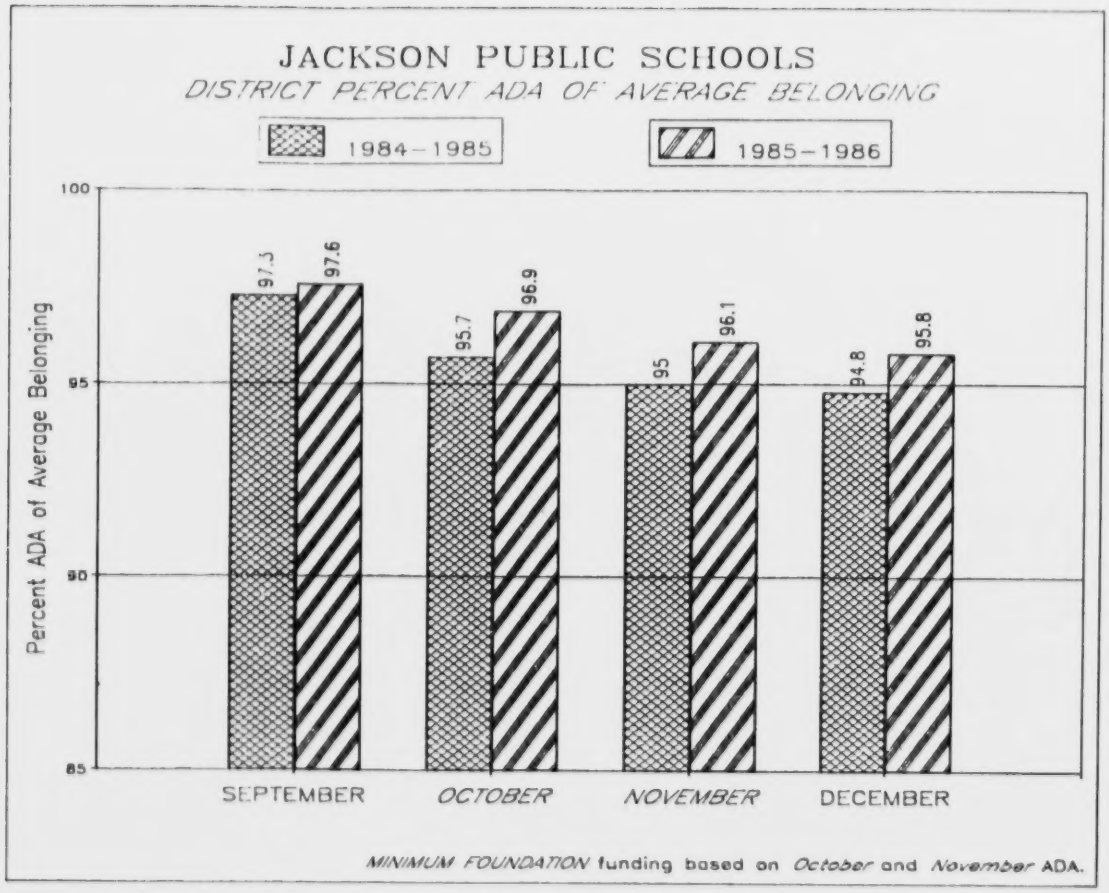


One provision in the MISSISSIPPI EDUCATION REFORM ACT of 1984 is the addition of state funded kindergartens. Total enrollment for the district is shown with projected enrollment for a five-year period including the added kindergarten pupils.

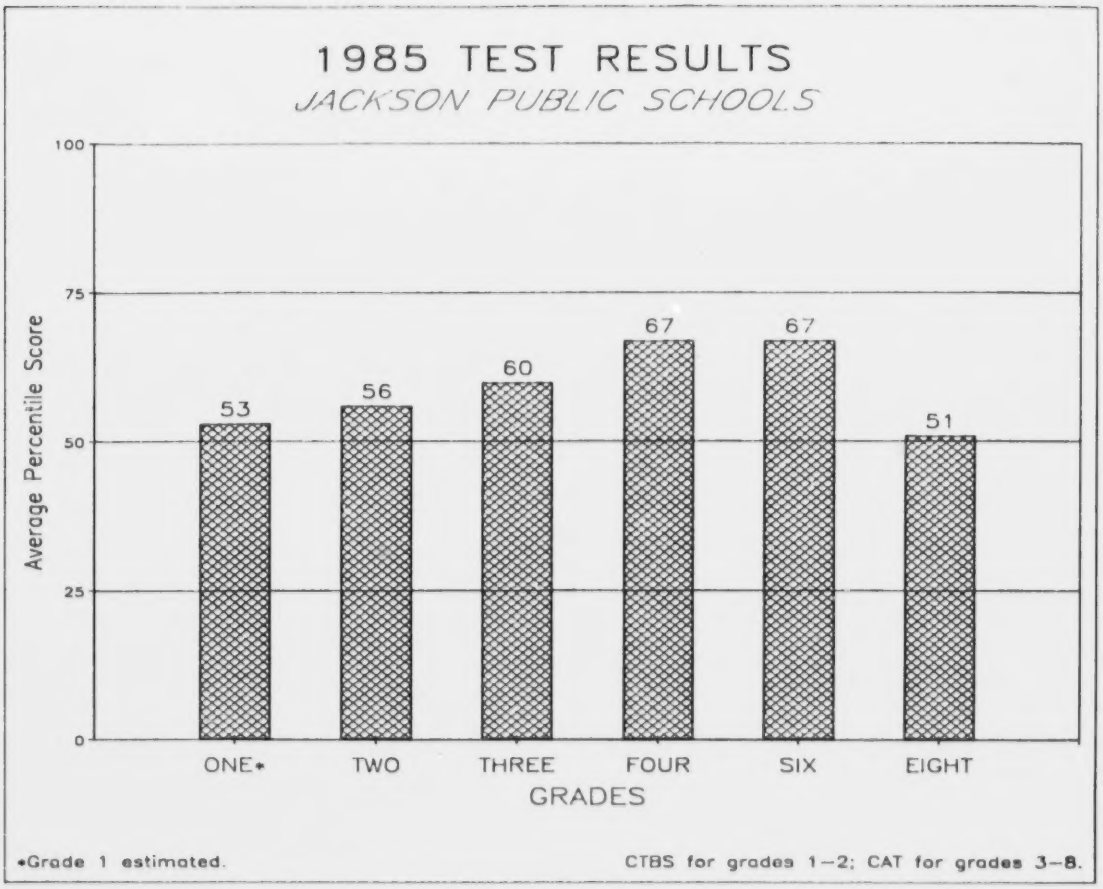




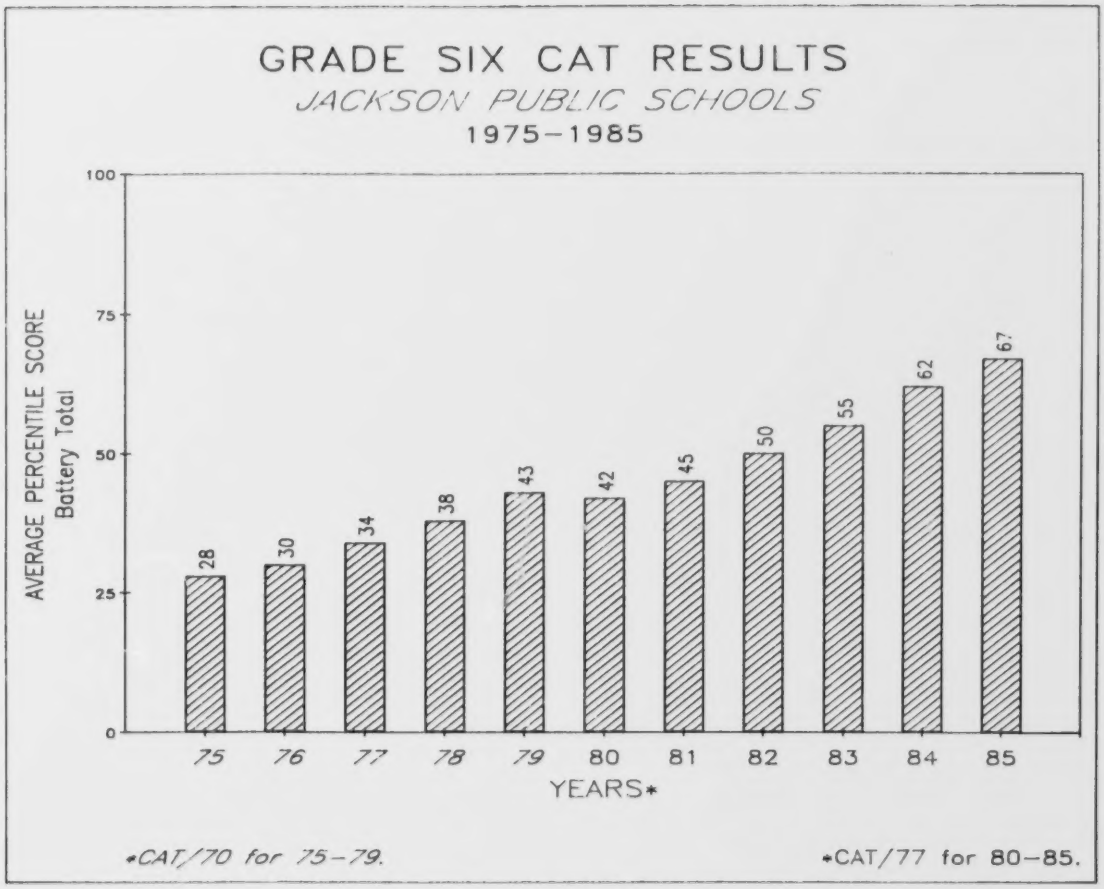
These charts are included to show the OPERATING BUDGET and PER-PUPIL EXPENDITURE for the district.



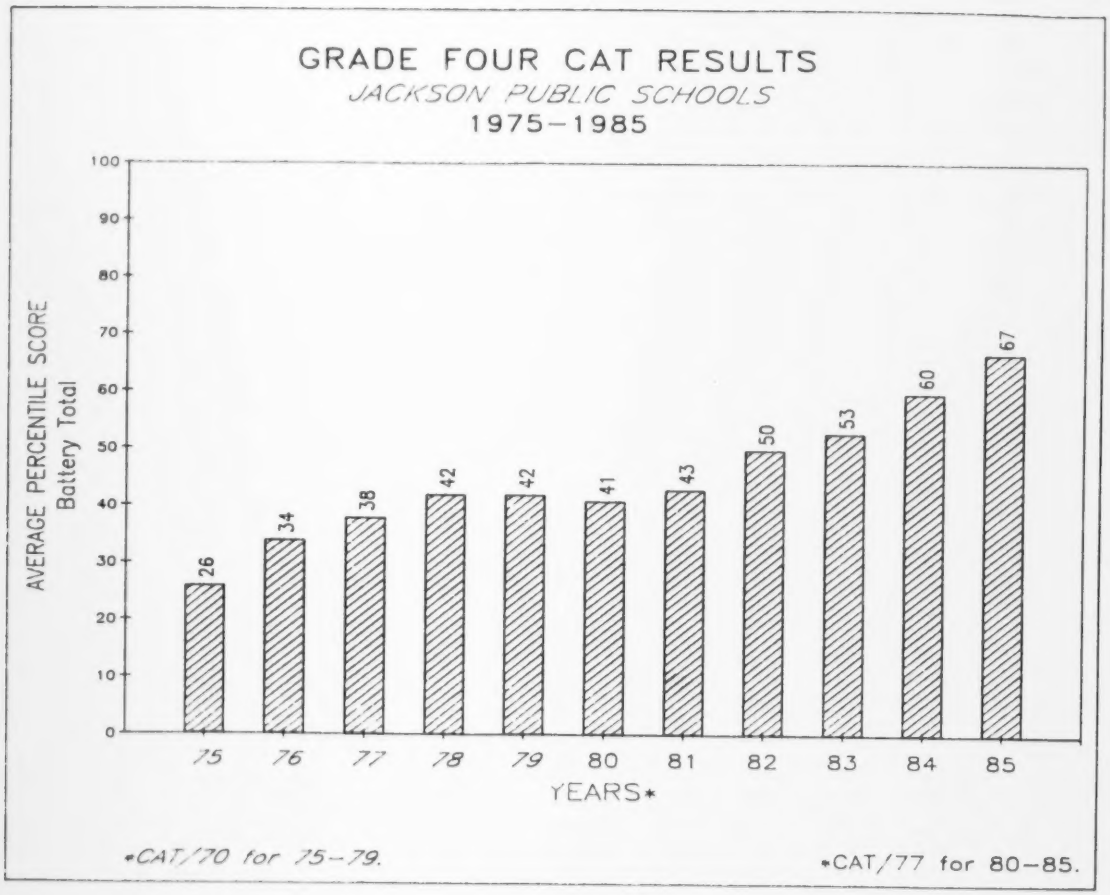
The increase in <u>percent</u> ADA of AVERAGE DAILY MEMBERSHIP may seem small but the additional instructional time for pupils is certainly significant. In addition, <u>minimum foundation</u> funds for each additional percent ADA is approximately $300,000.00!!

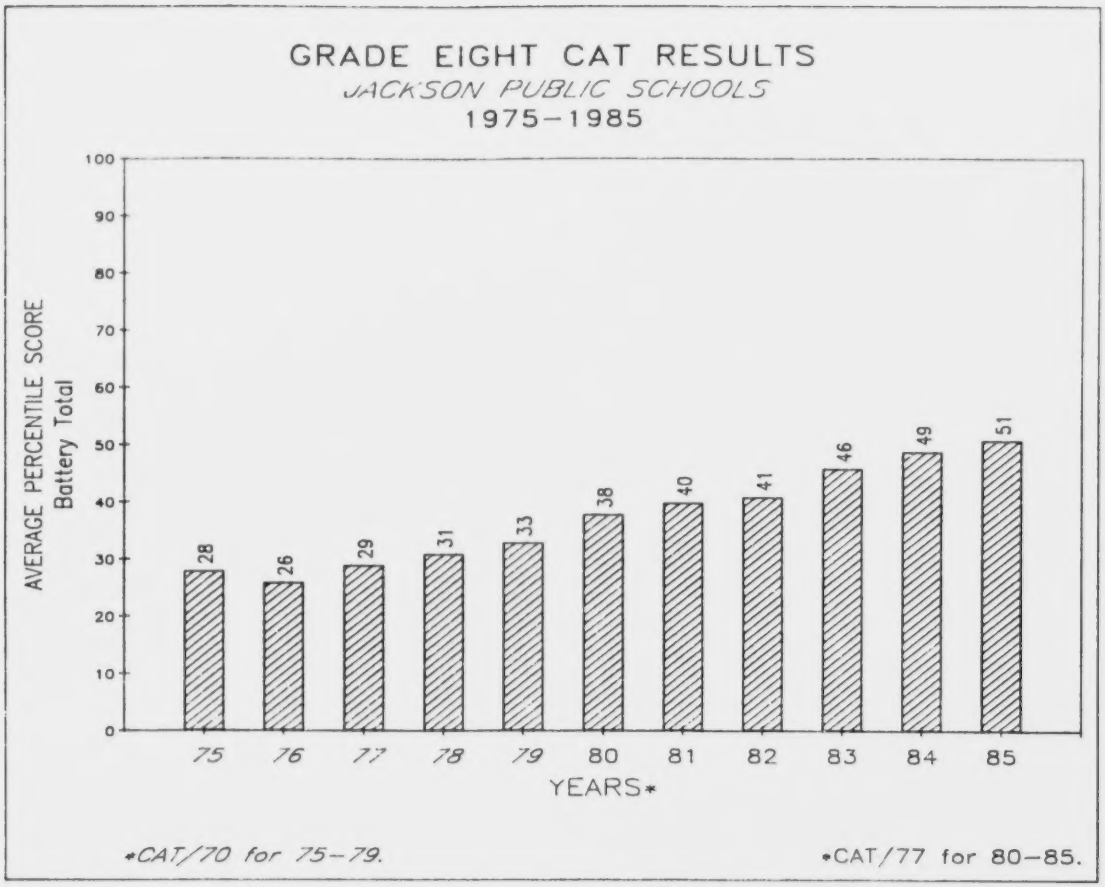


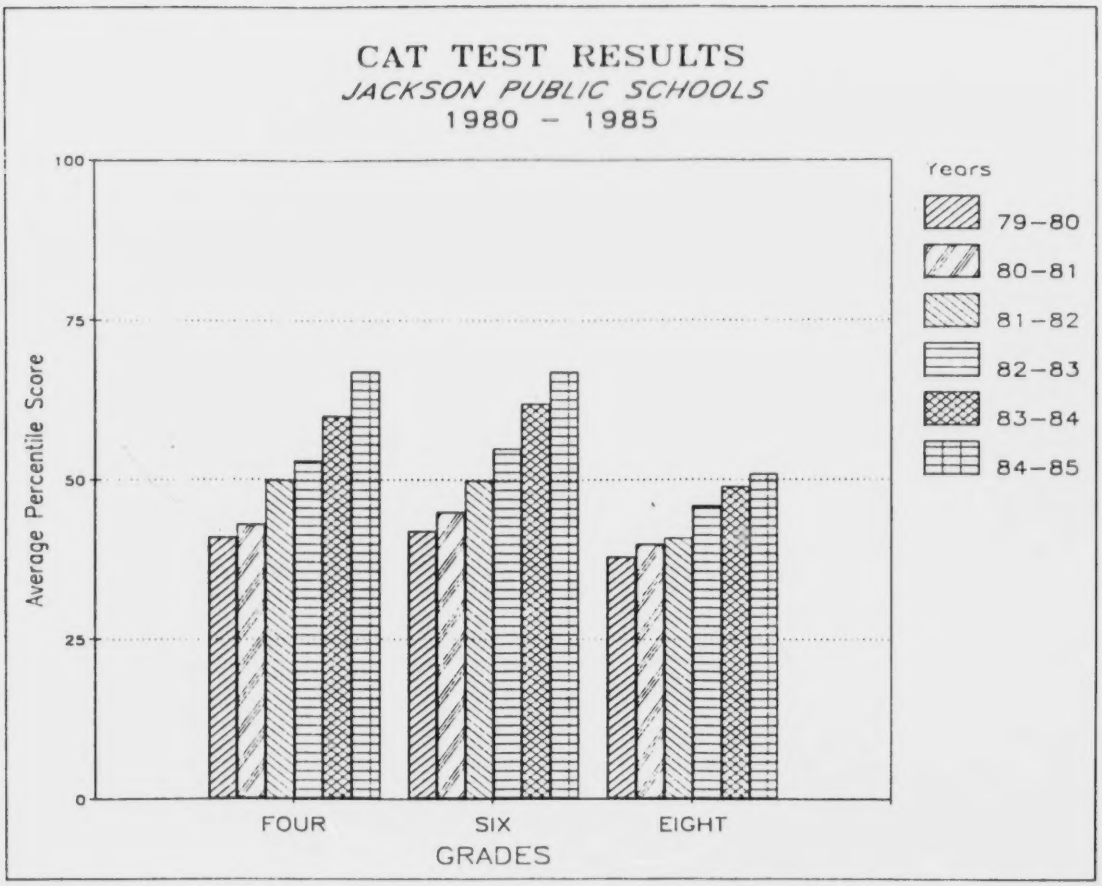
All of the grades tested in 1985 have battery total average percentile scores above the national average.



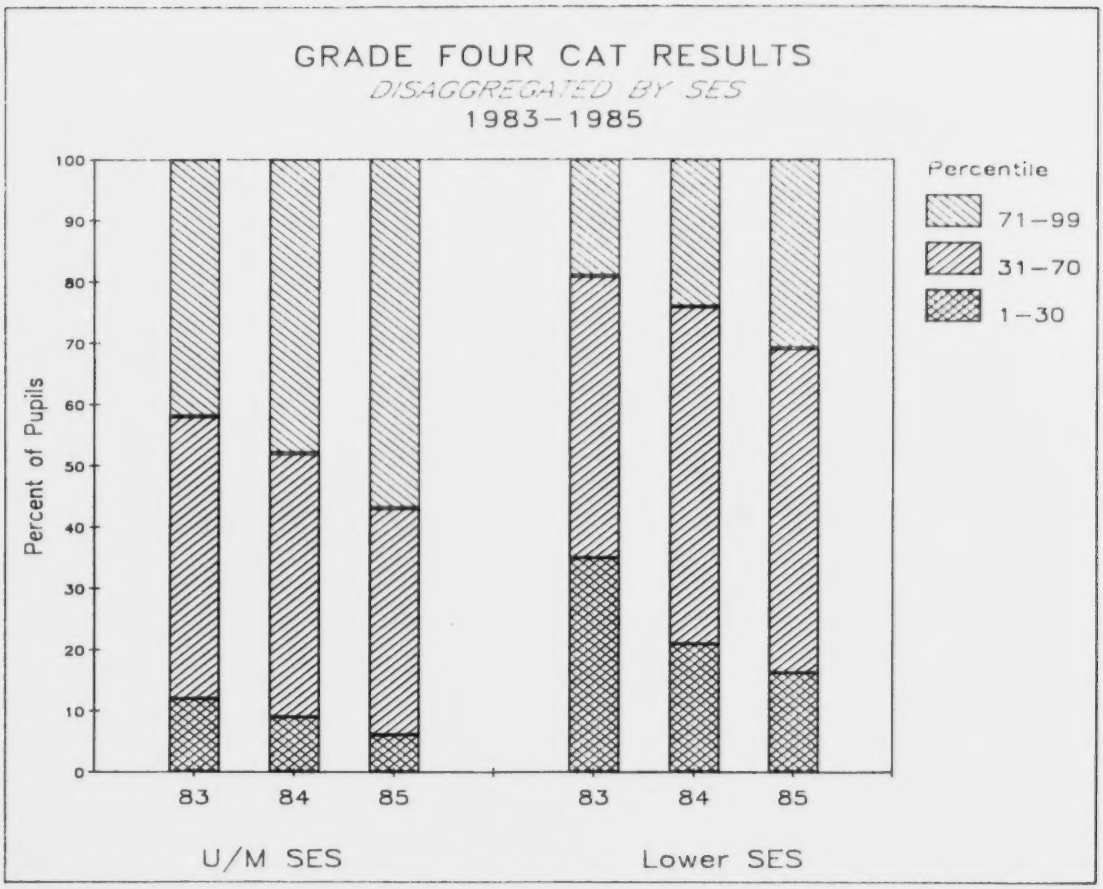
This chart needs little explanation. Similar results are indicated for grades four and eight.


GRADE FOUR CAT RESULTS
JACKSON PUBLIC SCHOOLS
1975–1985
AVERAGE PERCENTILE SCORE
Battery Total
100
90
80
70
60
50
40
30
20
10
0
26
34
38
42
42
41
43
50
53
60
67
75
76
77
78
79
80
81
82
83
84
85
YEARS*
*CAT/70 for 75–79.
*CAT/77 for 80–85.


GRADE EIGHT CAT RESULTS
JACKSON PUBLIC SCHOOLS
1975–1985
AVERAGE PERCENTILE SCORE
Battery Total
100
90
80
70
60
50
40
30
20
10
0
28
26
29
31
33
38
40
41
46
49
51
75
76
77
78
79
80
81
82
83
84
85
YEARS*
*CAT/70 for 75–79.
*CAT/77 for 80–85.



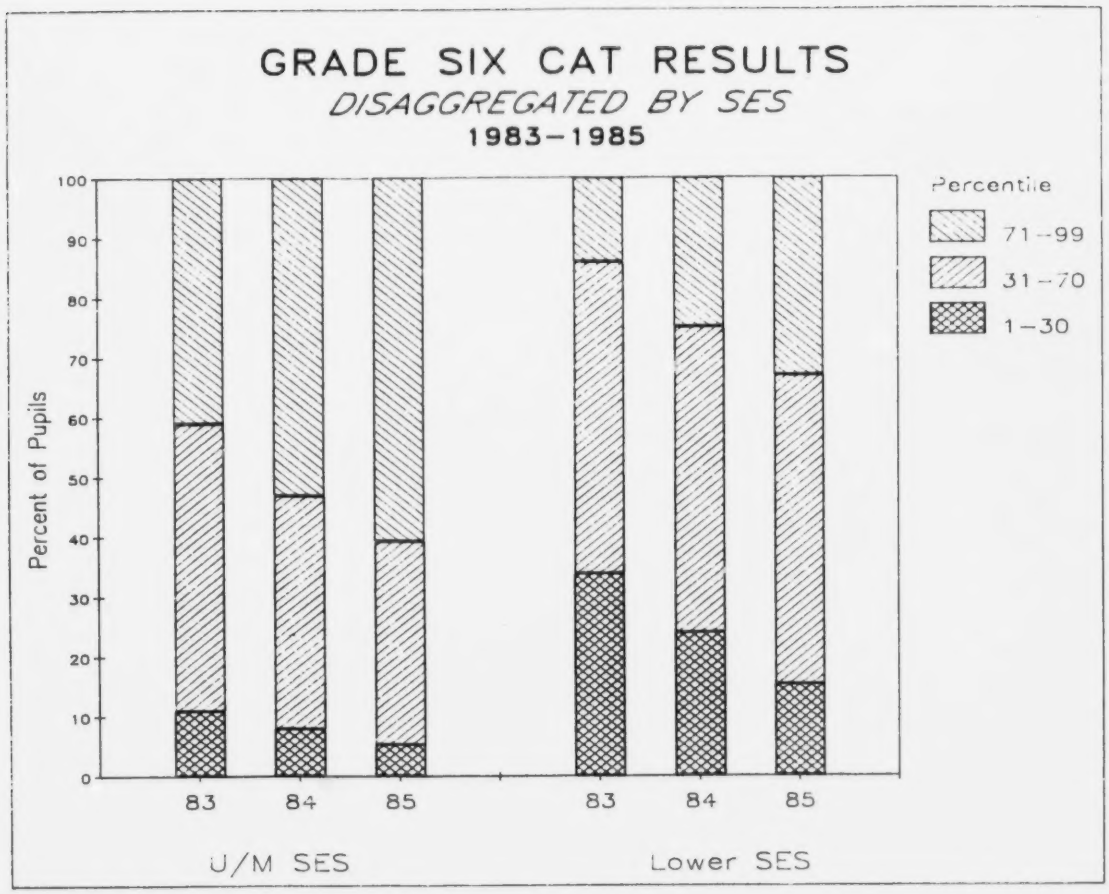
California Achievement Test results for grades four, six, and eight are shown for a six-year period. All grades have increased average percentile scores on battery total (district) until all three grades have scored above the national average.

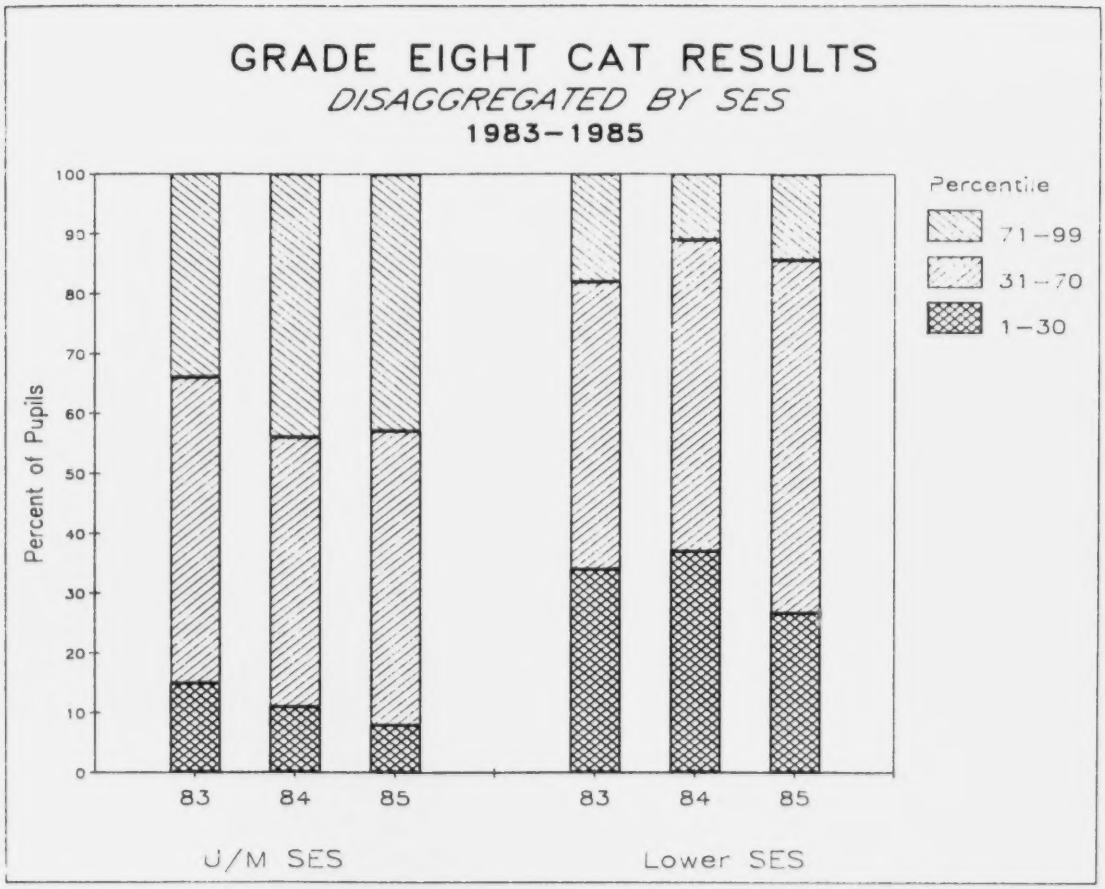


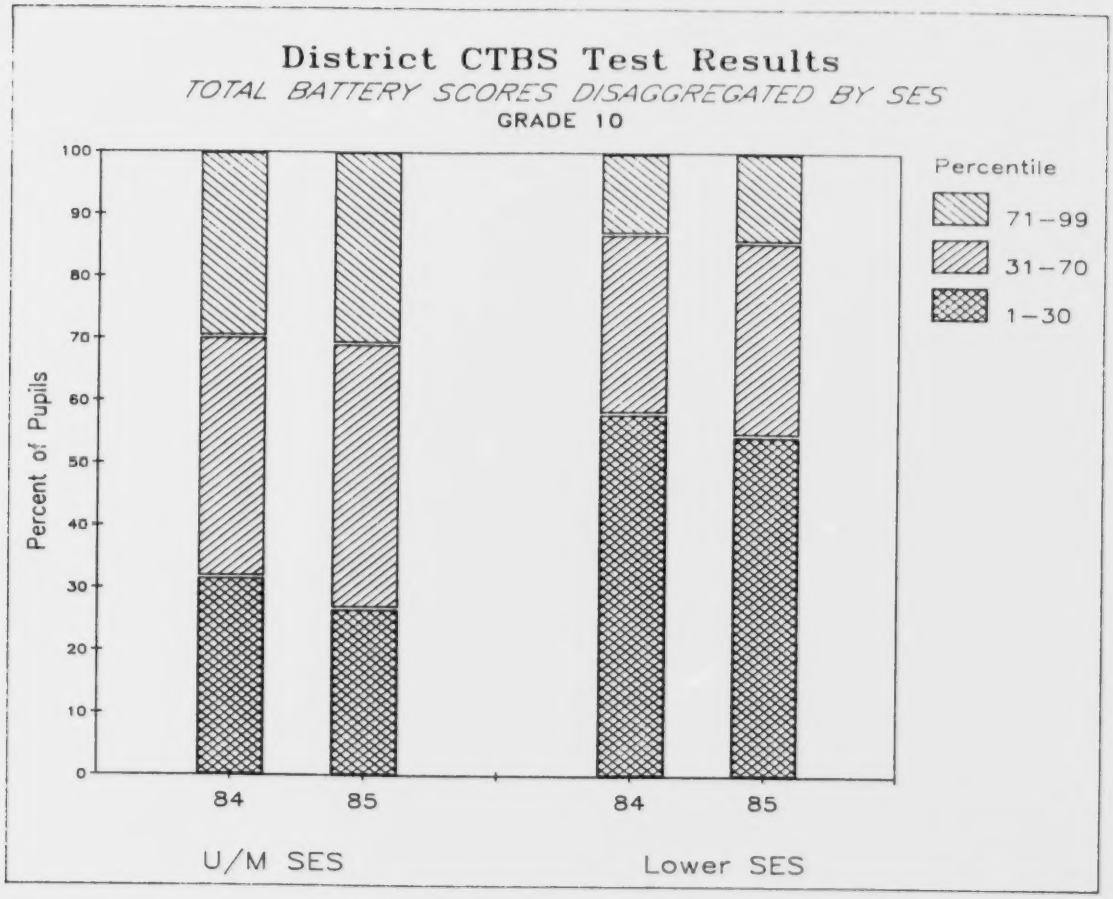
This chart demonstrates a decrease in low-achieving pupils in both SES groups although the number of low-achieving pupils is greater in the lower SES group.

The chart also shows an increase in the percent of pupils in high-achieving groups.

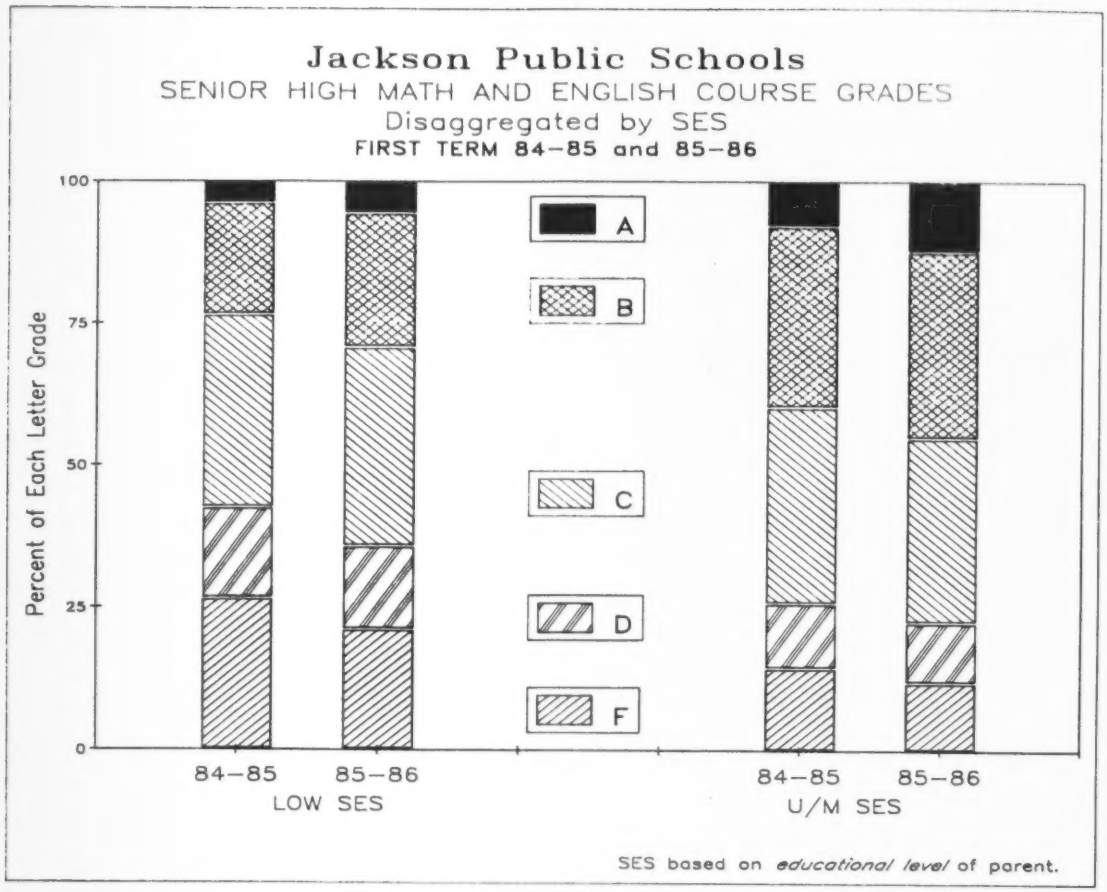
Similar results are shown for grades six and eight on the following pages.


GRADE SIX CAT RESULTS
DISAGGREGATED BY SES
1983–1985
Percent of Pupils
100
90
80
70
60
50
40
30
20
10
0
83
84
85
83
84
85
U/M SES
Lower SES
Percentile
71–99
31–70
1–30


GRADE EIGHT CAT RESULTS
DISAGGREGATED BY SES
1983–1985
Percent of Pupils
100
90
80
70
60
50
40
30
20
10
0
83
84
85
83
84
85
U/M SES
Lower SES
Percentile
71–99
31–70
1–30

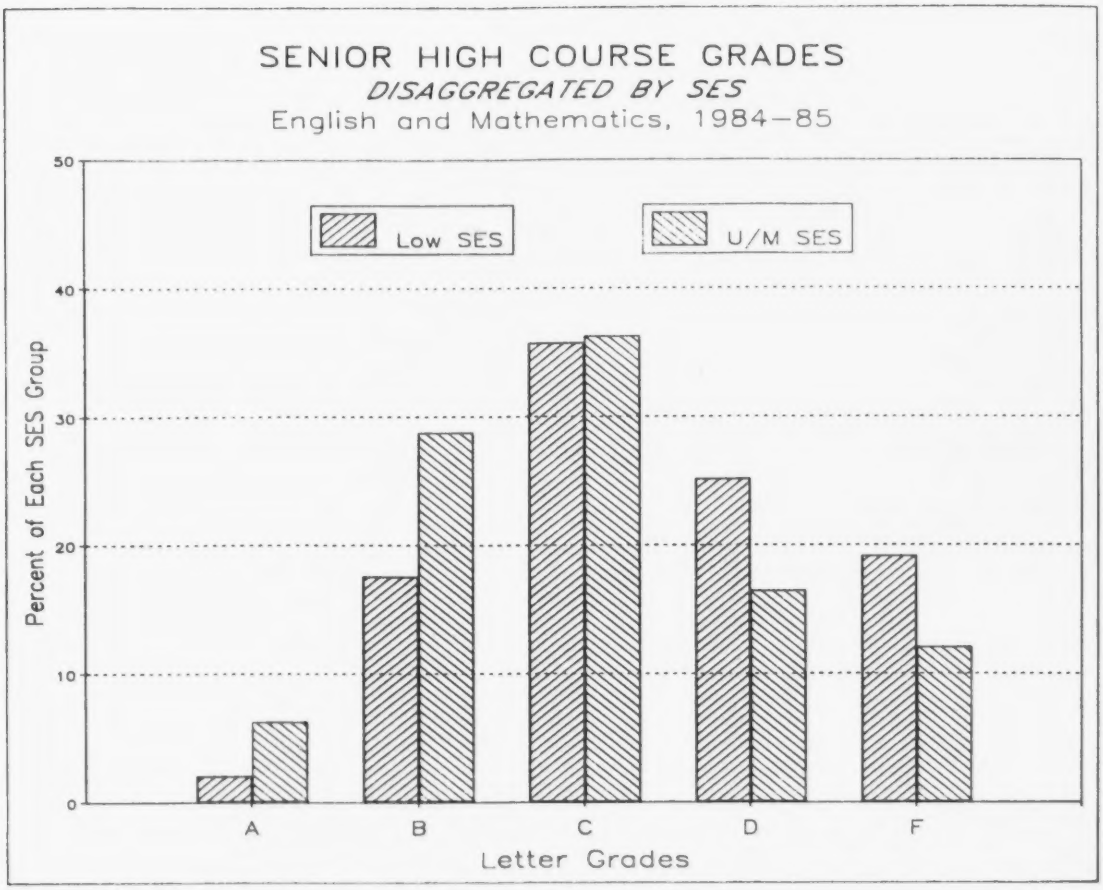


Grade ten CTBS results are not as encouraging as the results for lower grades. A decrease in the percent of LOW SES, LOW ACHIEVING pupils is shown between the two years.



These data are limited in scope and should be interpreted with caution, however, it is encouraging to see an increase in the number of higher grades in the low SES group with a corresponding decrease in low grades for the same group.

A more significant comparison can be made between final course grades between years.

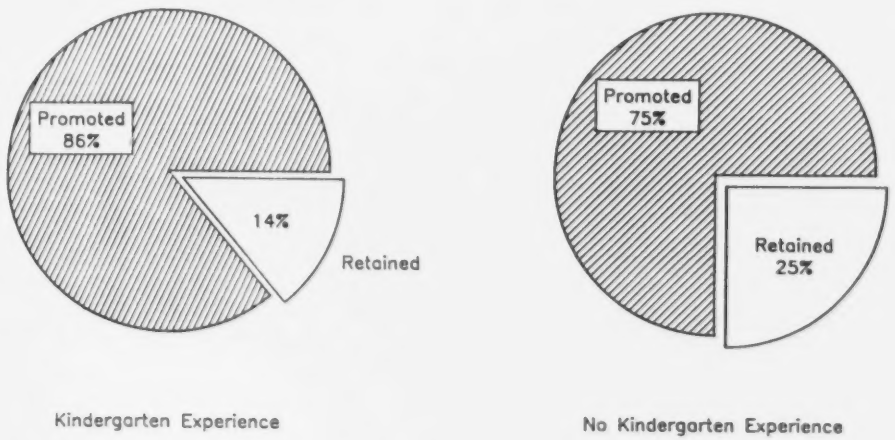


Disaggregating course grades gives an additional evaluative tool for school effectiveness. Effective schools literature does not usually address the distribution of achievement among groups but Jackson Public Schools administrators will compare course grades disaggregated in this manner on a continuing basis.

Promotion and Retention

KINDERGARTEN EFFECTIVENESS PROJECT

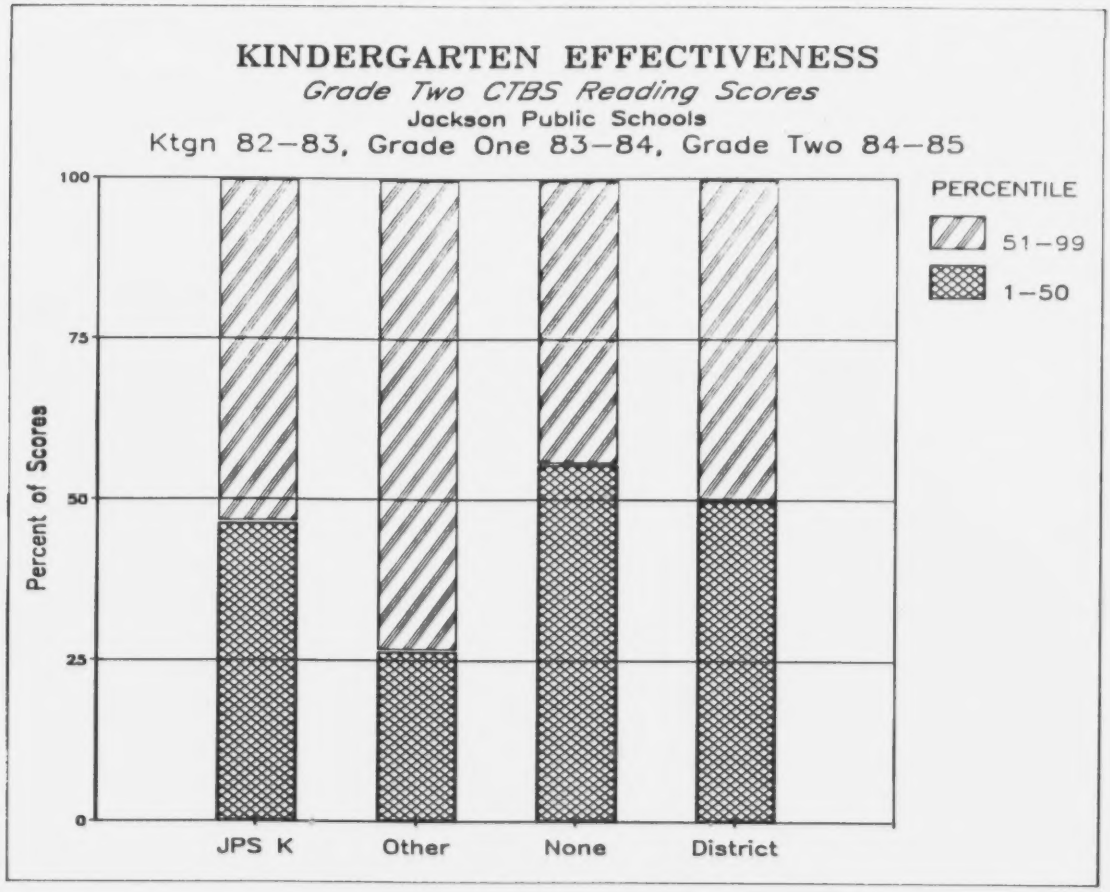
Promotion–Retention Rates for First Grade Pupils



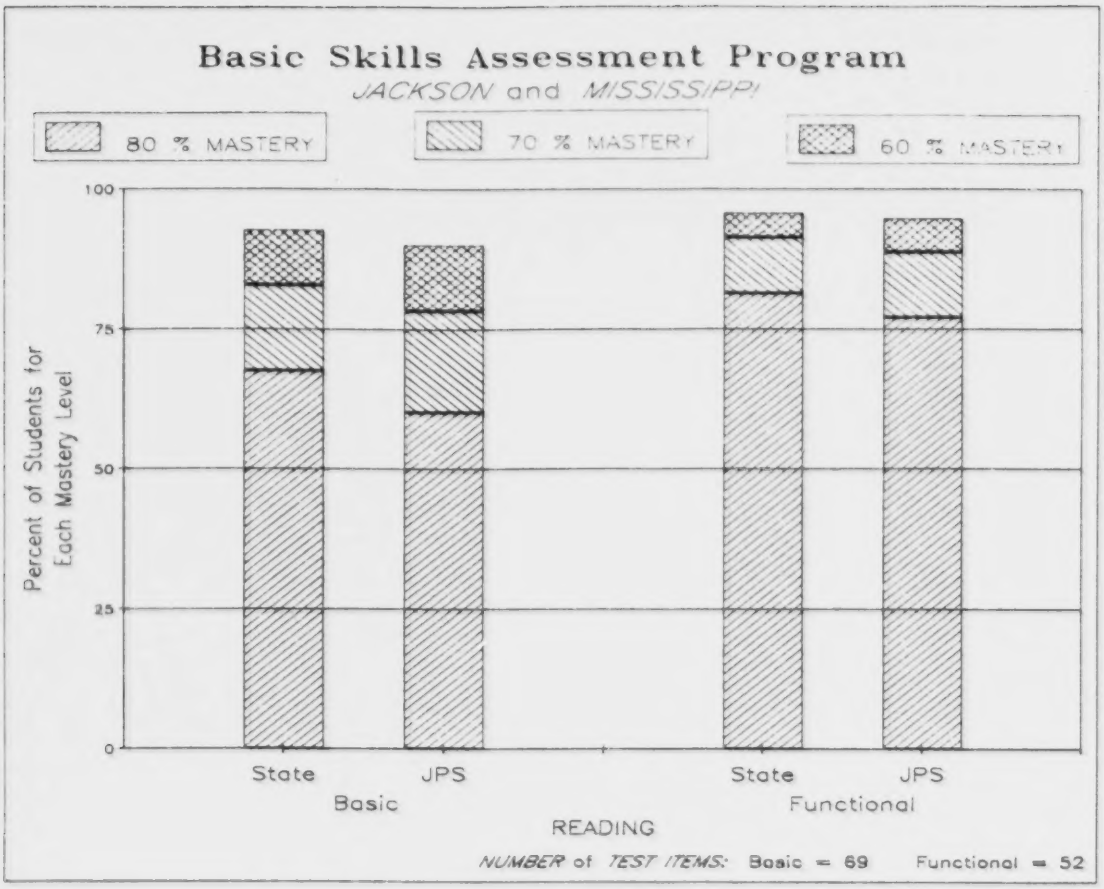
Kindergarten Experience

No Kindergarten Experience

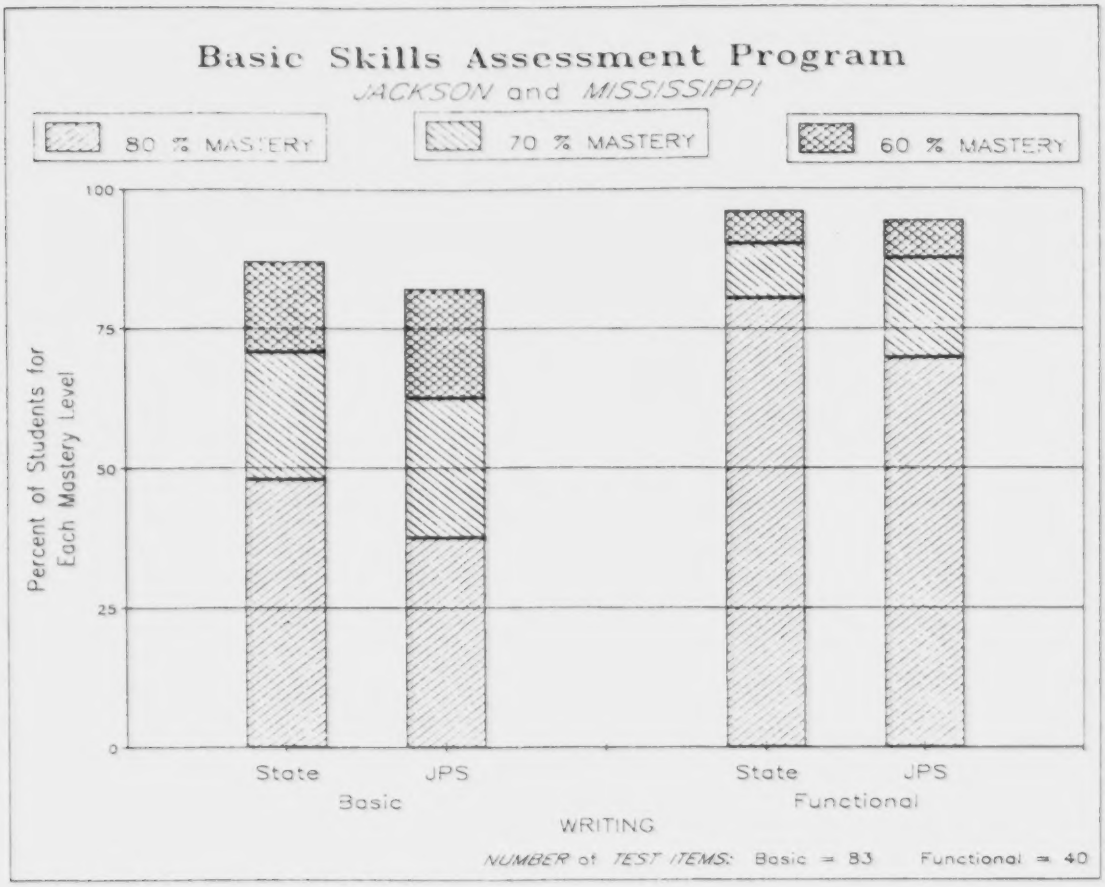
Pupils in the Jackson Public Schools Chapter I Kindergarten Program were selected on the basis of experiential deprivation. At the end of grade one only 14 percent of these pupils were retained as compared with a retention rate of 25 percent for those who did not have kindergarten experience.

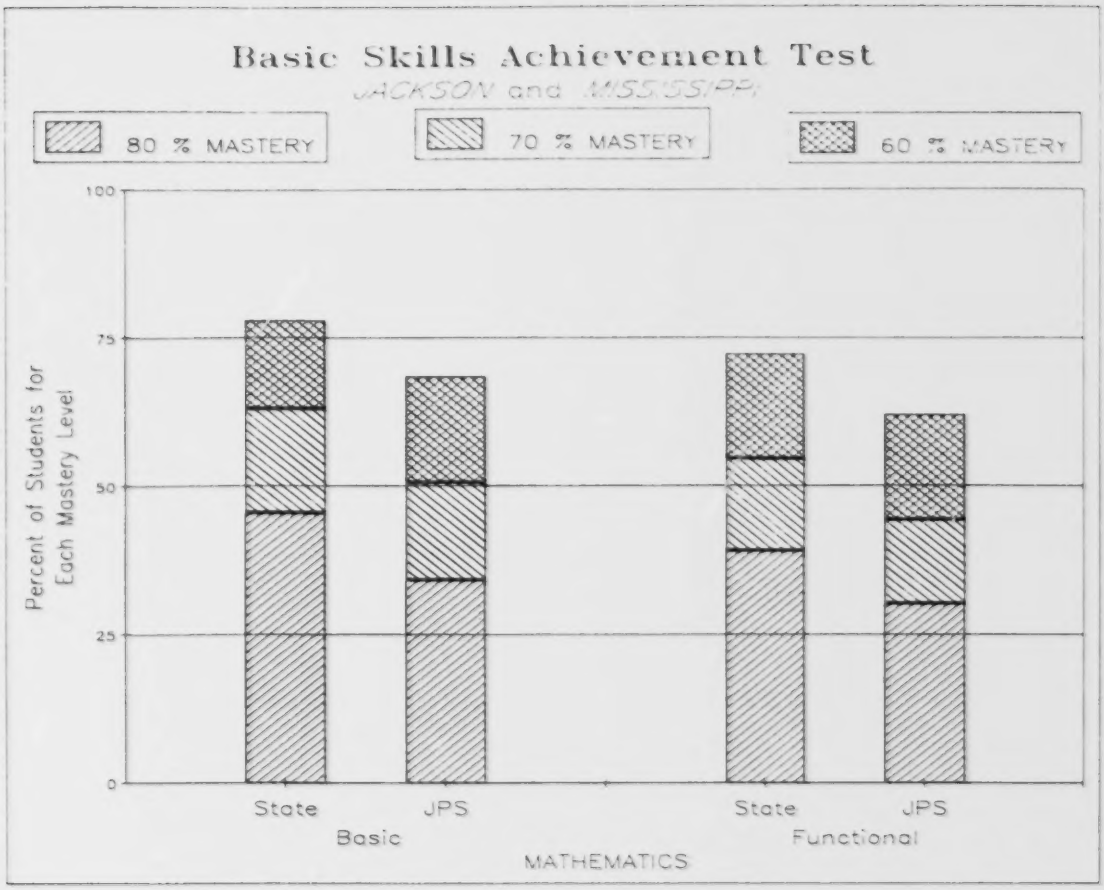


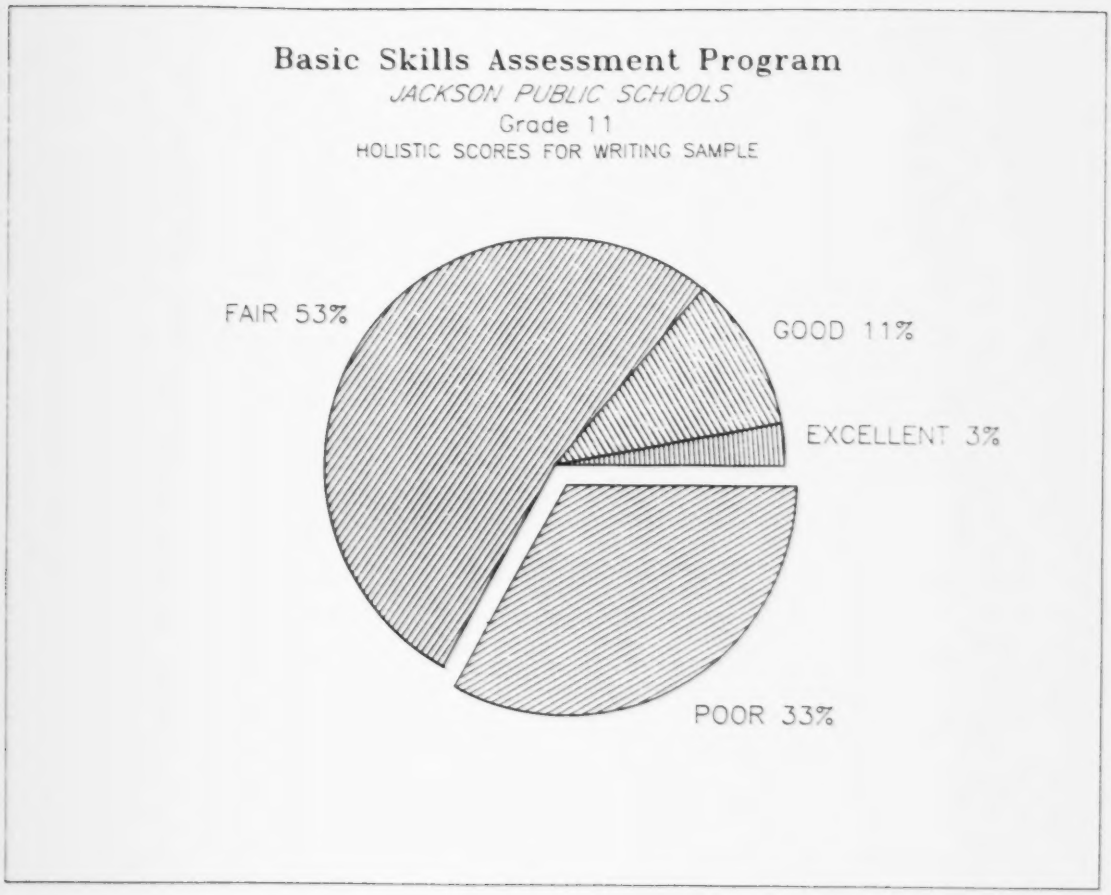
Pupils in this analysis (JPS K) were placed in the program on the basis of a low score on a basic experience test. Despite the disadvantage of the pupils entering the program, two years later more than 50 percent of the pupils scored above the national average on the CTBS reading subtest.



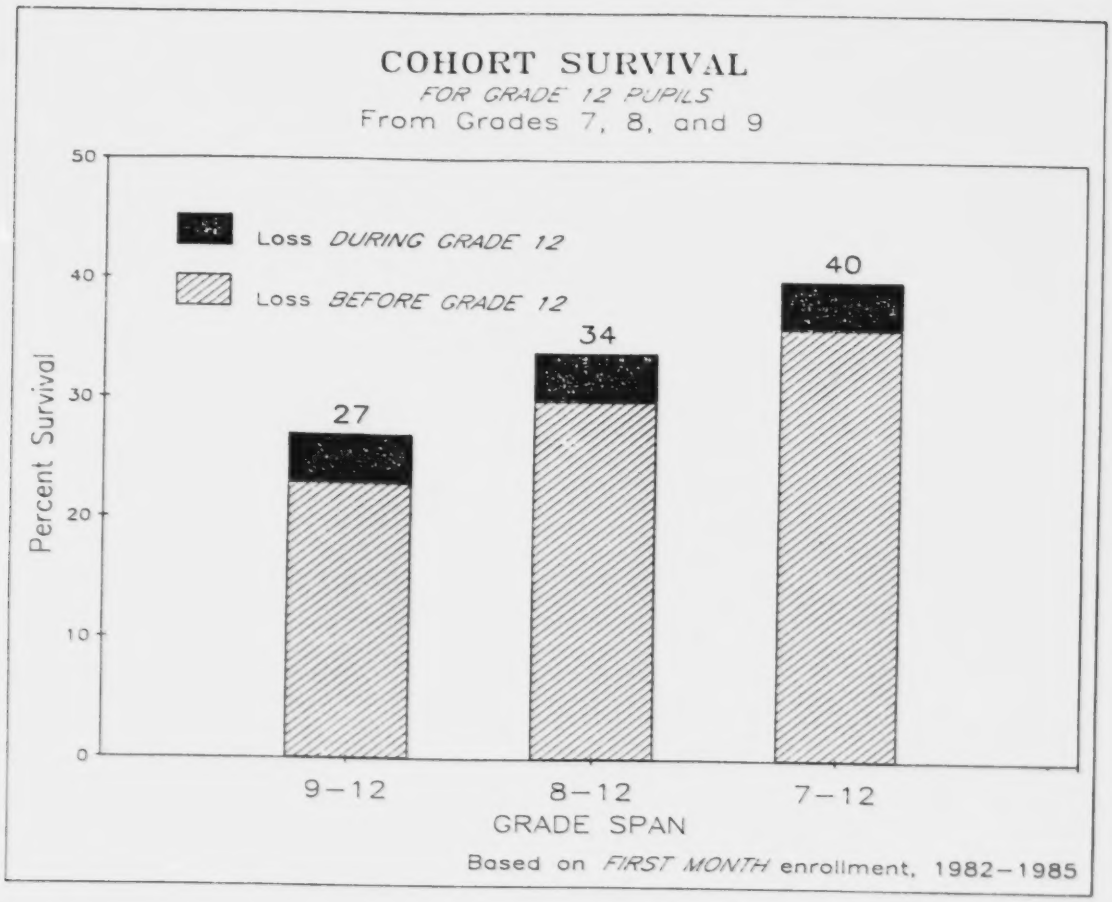
Results reported here are from the first administration of the MISSISSIPPI BASIC SKILLS ASSESSMENT PROGRAM. (Minimum competencies.) Specific cut-off scores are to be established at a later date. Three possible mastery levels are shown here for the state group and for Jackson Public Schools, Grade 11. We are unable to disaggregate these data at this time. We have concerns about pupil performance in this area.


Basic Skills Assessment Program
JACKSON and MISSISSIPPI
80 % MASTERY
70 % MASTERY
60 % MASTERY
Percent of Students for Each Mastery Level
100
75
50
25
0
State
JPS
State
JPS
Basic
Functional
WRITING
NUMBER of TEST ITEMS: Basic = 83 Functional = 40

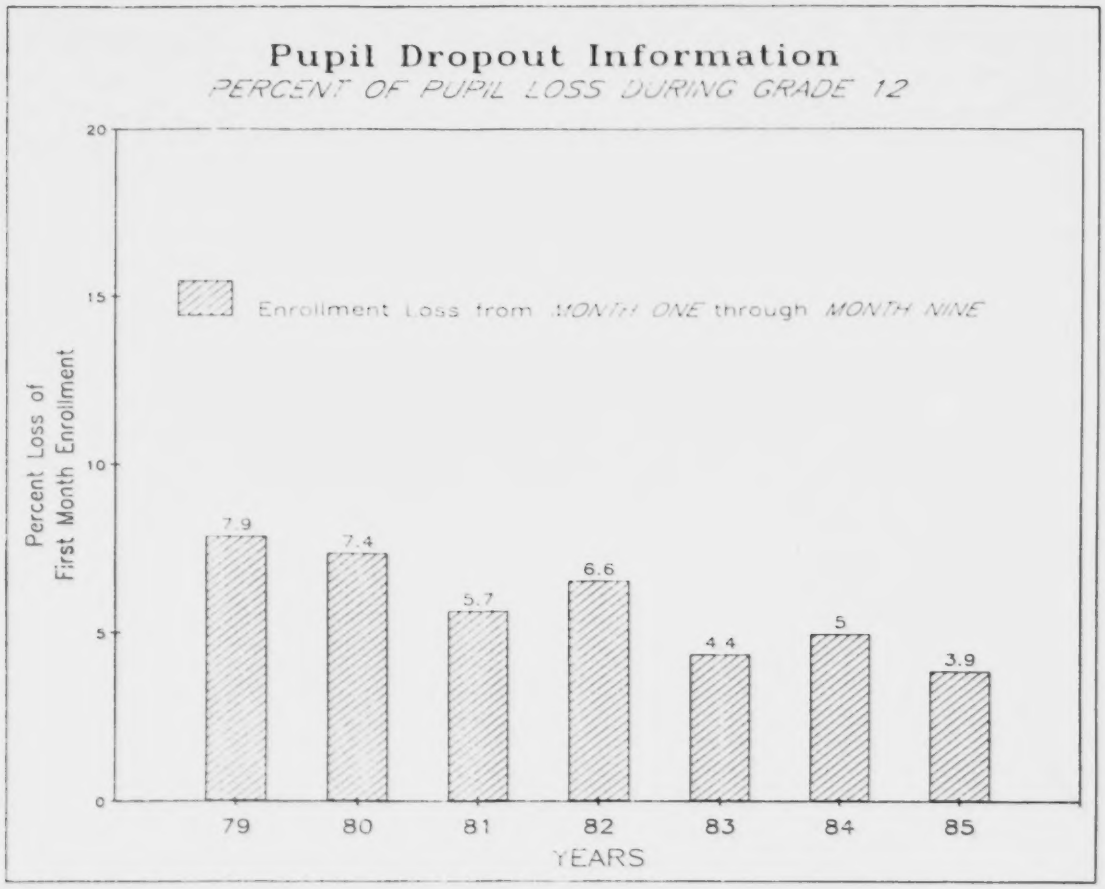

Basic Skills Achievement Test
JACKSON and MISSISSIPPI
80 % MASTERY
70 % MASTERY
60 % MASTERY
Percent of Students for Each Mastery Level
100
75
50
25
0
State
JPS
State
JPS
Basic
Functional
MATHEMATICS



This system was used to grade a writing exercise by assigning each pupil to one of the categories shown. Our concerns should be evident.



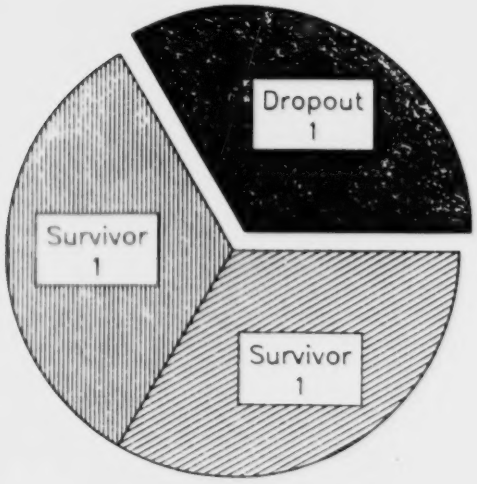
The numbers above bars are the percents of pupil loss from the beginning of grades indicated (of each bar) through grade 12.



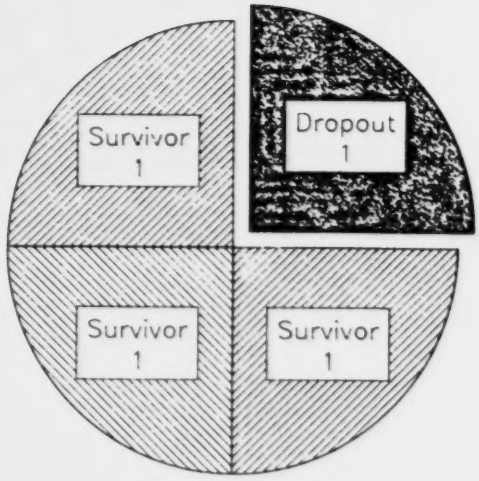
Enrollment loss DURING GRADE 12 decreased from a high of 7.9 in 1979 to 3.9 in 1985.

Cohort Survival for Seniors

From Grades Seven and Nine



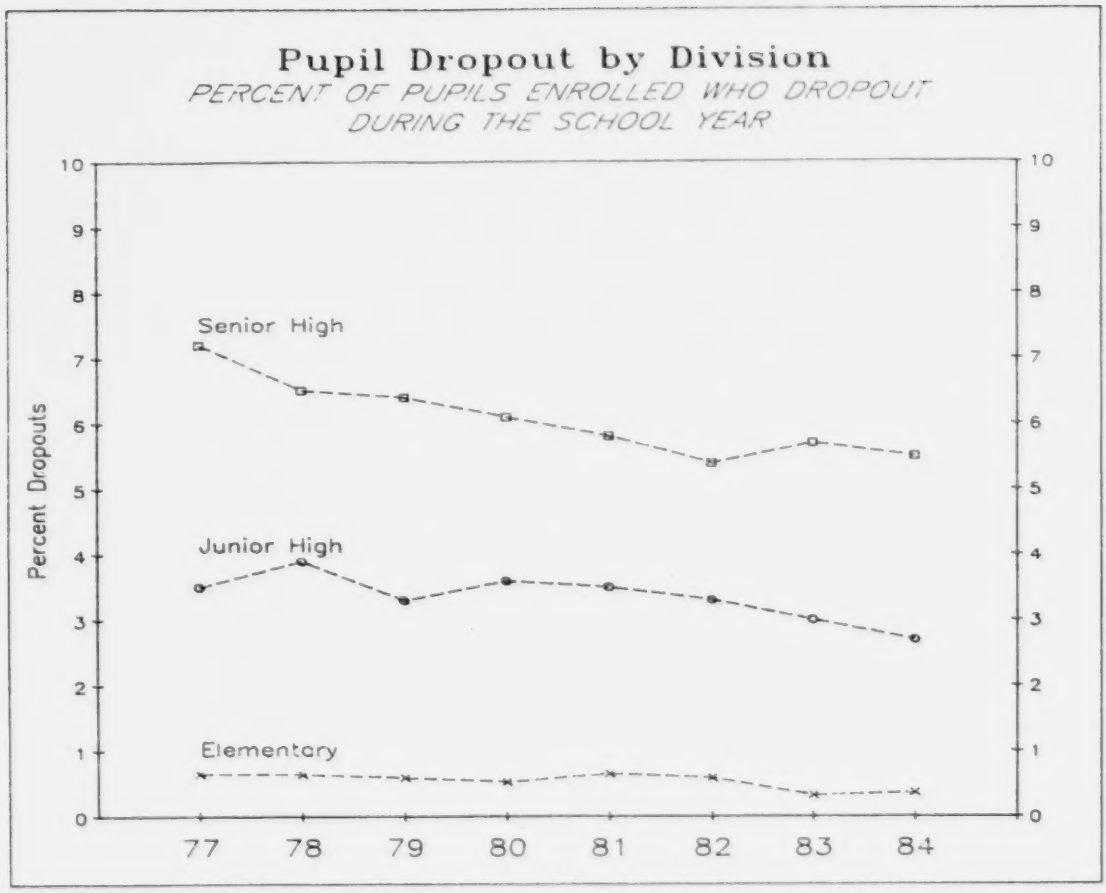
Grade 7–12



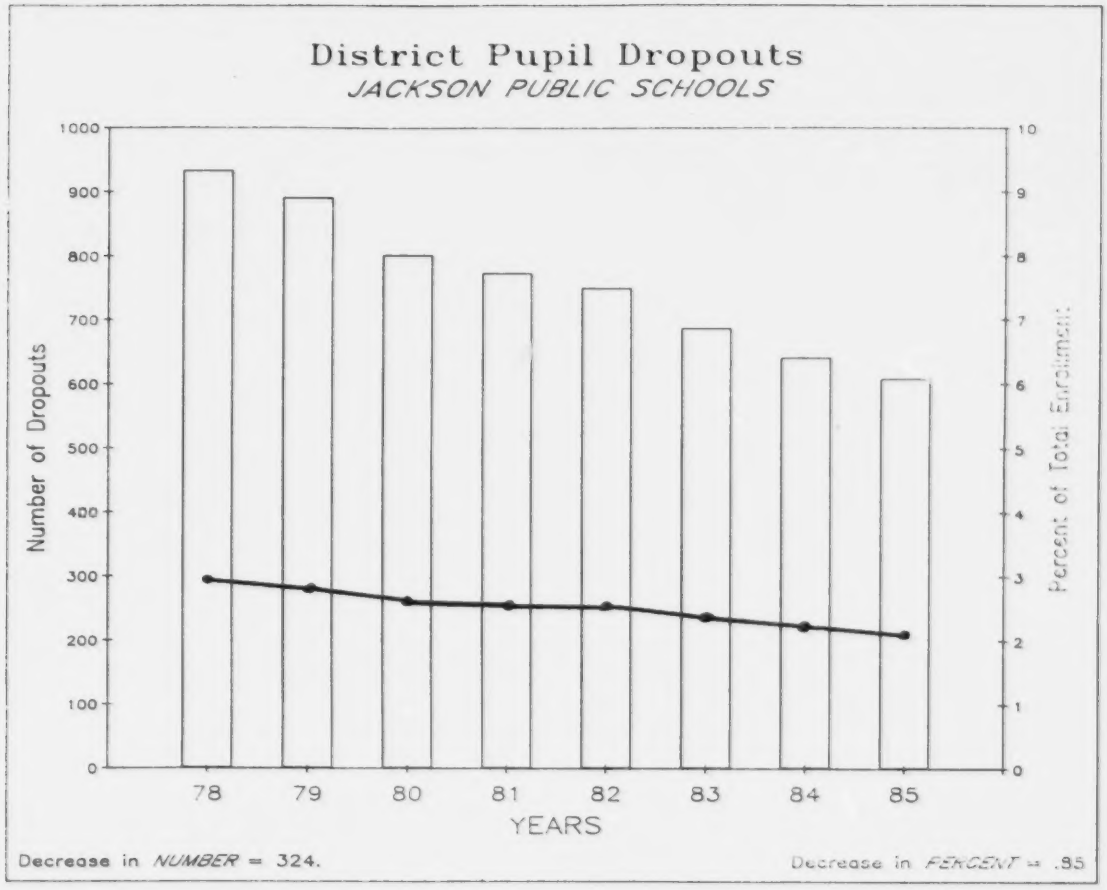
Grade 9–12

Based on *FIRST MONTH* enrollment, 1982–1985

The percent of dropouts in Jackson is consistent with national information. We lose one out of three pupils from grade seven to grade twelve. We lose one out of four pupils from grade nine to grade twelve.

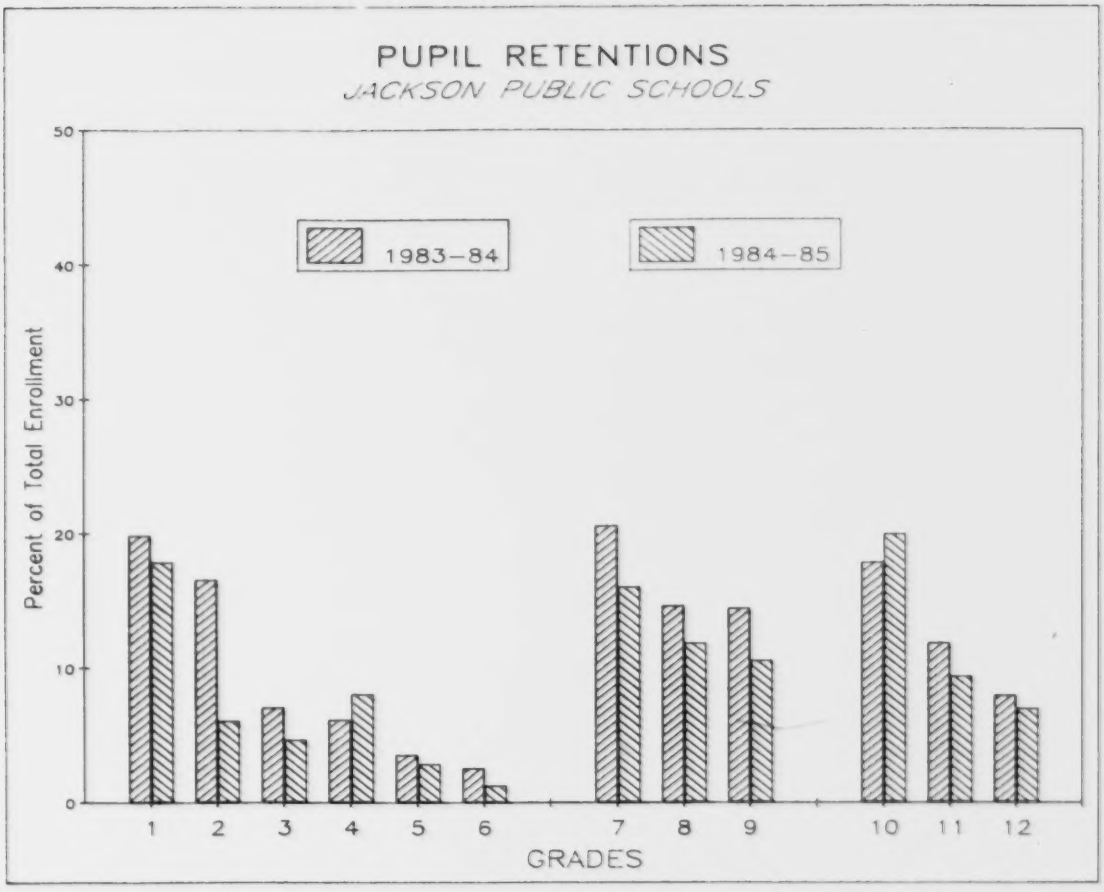


Although our dropout history is not what we would like it to be, we have shown a decrease in the percent of dropouts in all divisions since 1977.

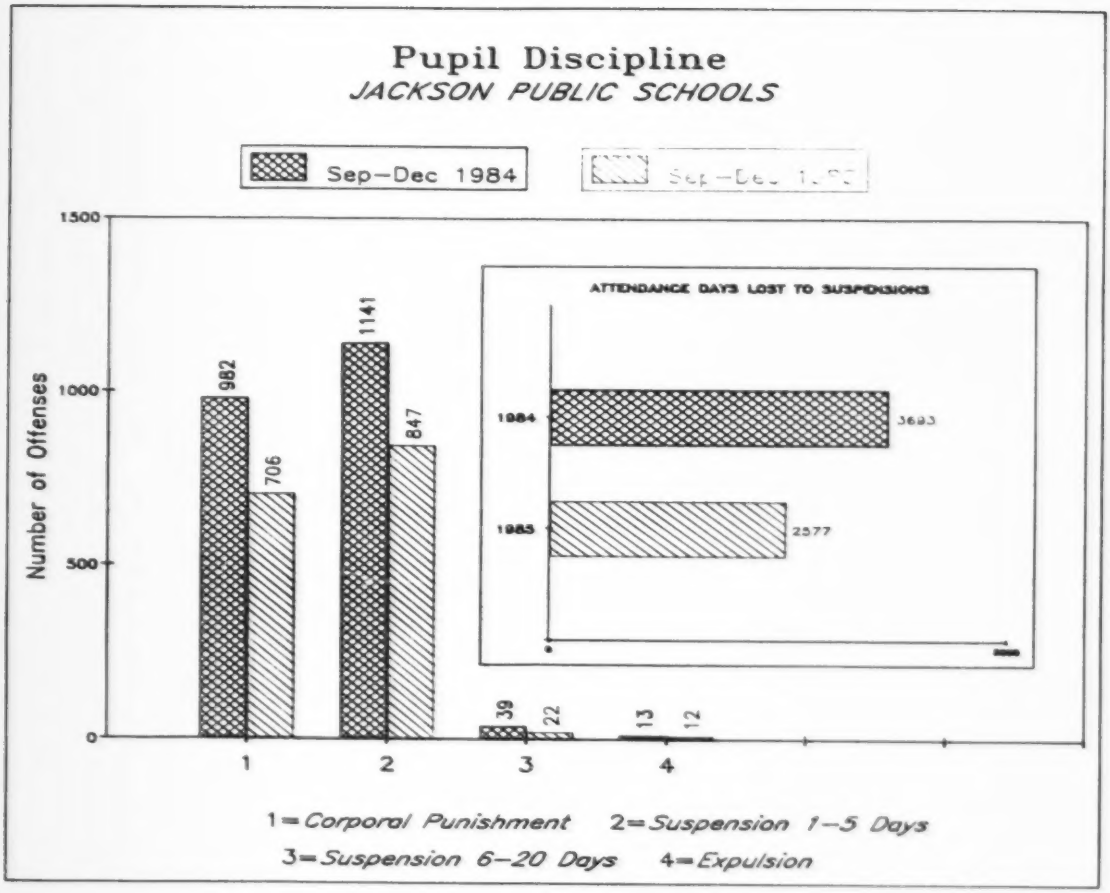


The number of dropouts is indicated in red (Bars).

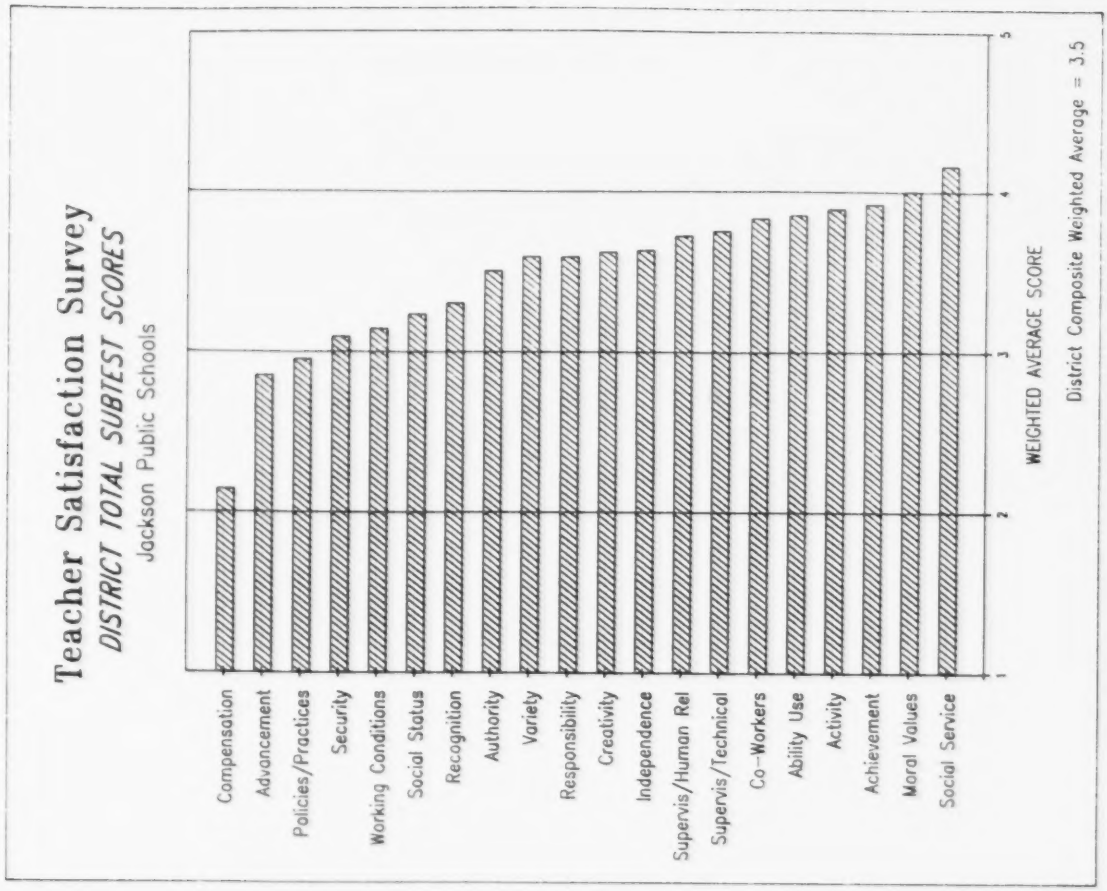
The percent of dropouts in indicated in blue (Line).



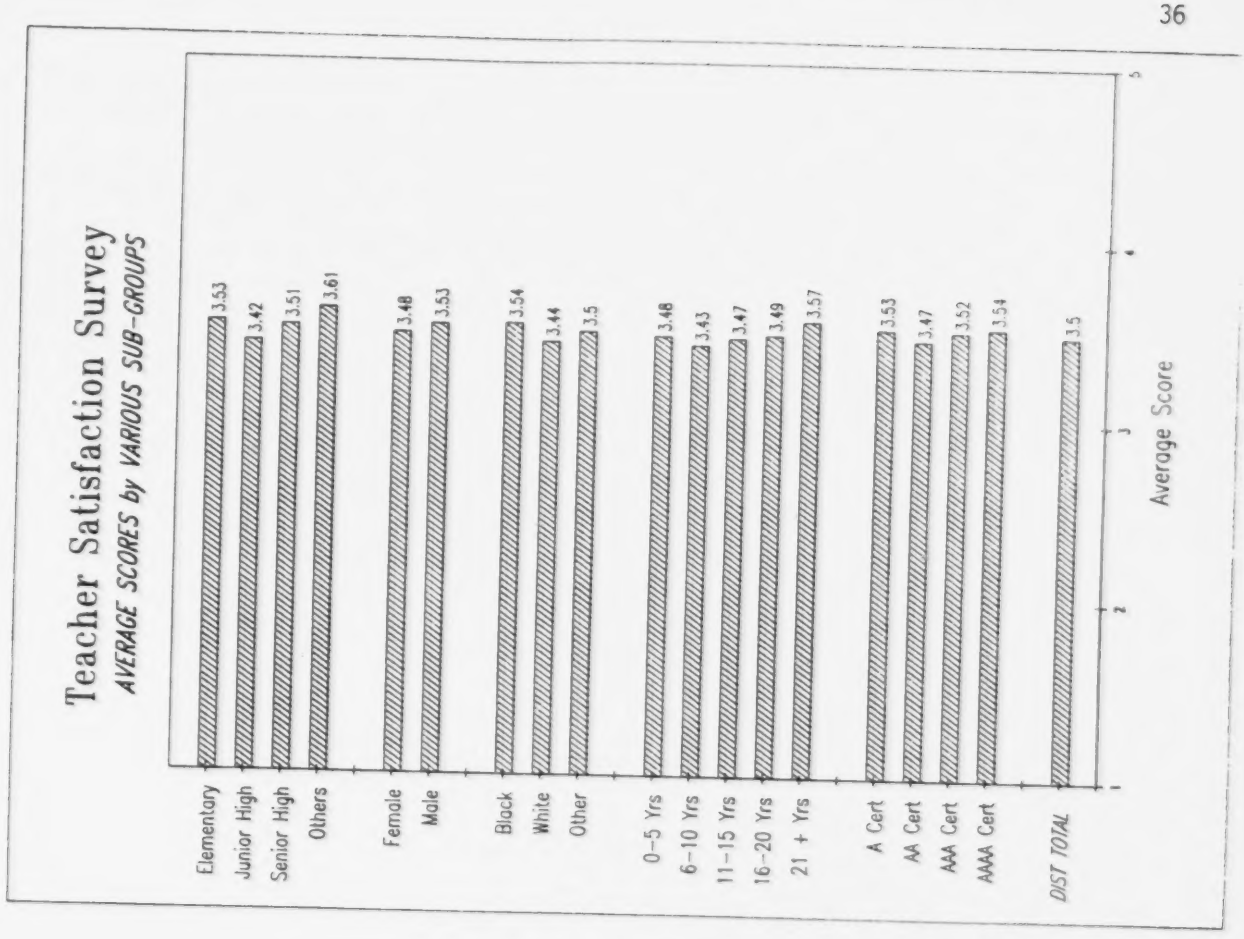
All grades show a decrease in the percent of retentions between 1983-84 and 1984-85 with the exception of grades four and 10. We are expecting a continued decrease in the percent of retentions for years to come.



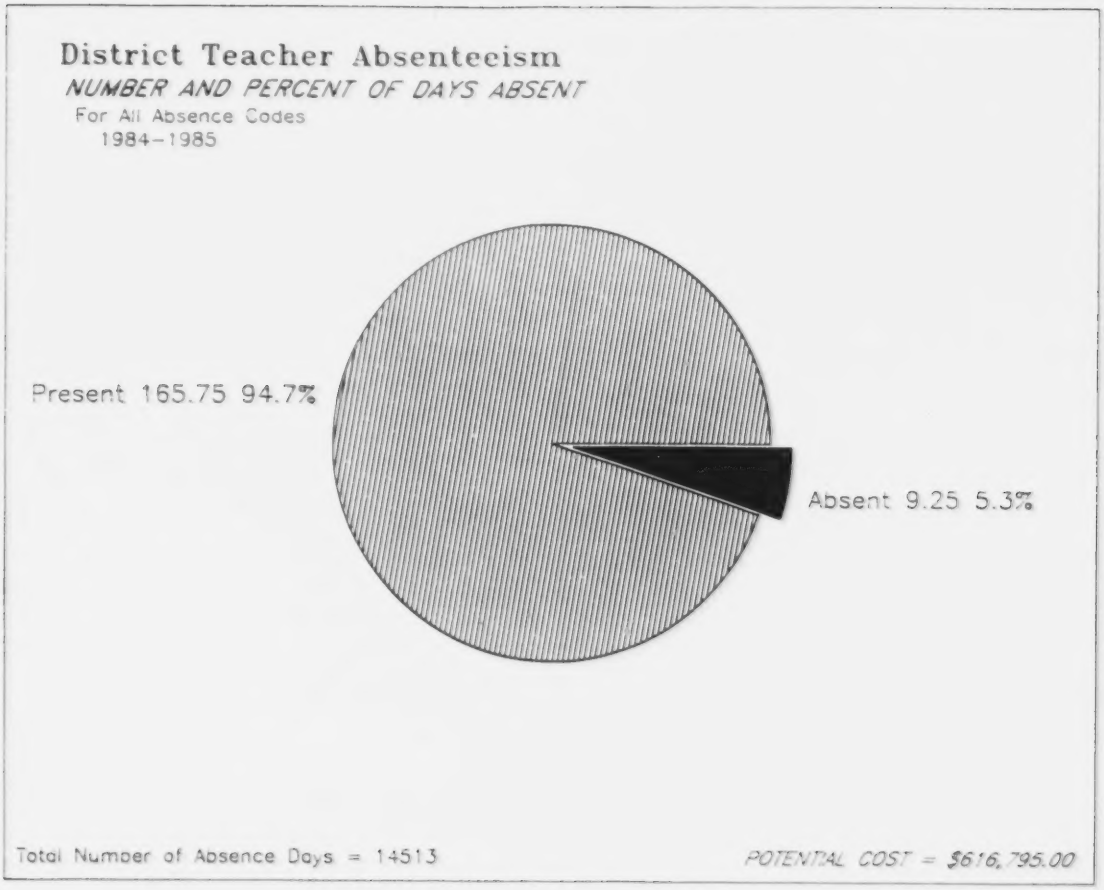
This comparison of September-December for 1984 and 1985 clearly indicates a reduction in occurrences of disciplinary offenses by pupils from 1984 to 1985. A decrease in the number of attendance days lost due to suspensions is also noted.



Scores are shown for each of the sub-tests of the MINNESOTA SATISFACTION SURVEY when administered to all district teachers. We would like for the scores to be higher, but generally, the results held no surprises.



Average scores on the MINNESOTA SATISFACTION SURVEY by various groups are shown with the district total score.


District Teacher Absenteeism
NUMBER AND PERCENT OF DAYS ABSENT
For All Absence Codes
1984–1985
Present 165.75 94.7%
Absent 9.25 5.3%
Total Number of Absence Days = 14513
POTENTIAL COST = $616,795.00

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